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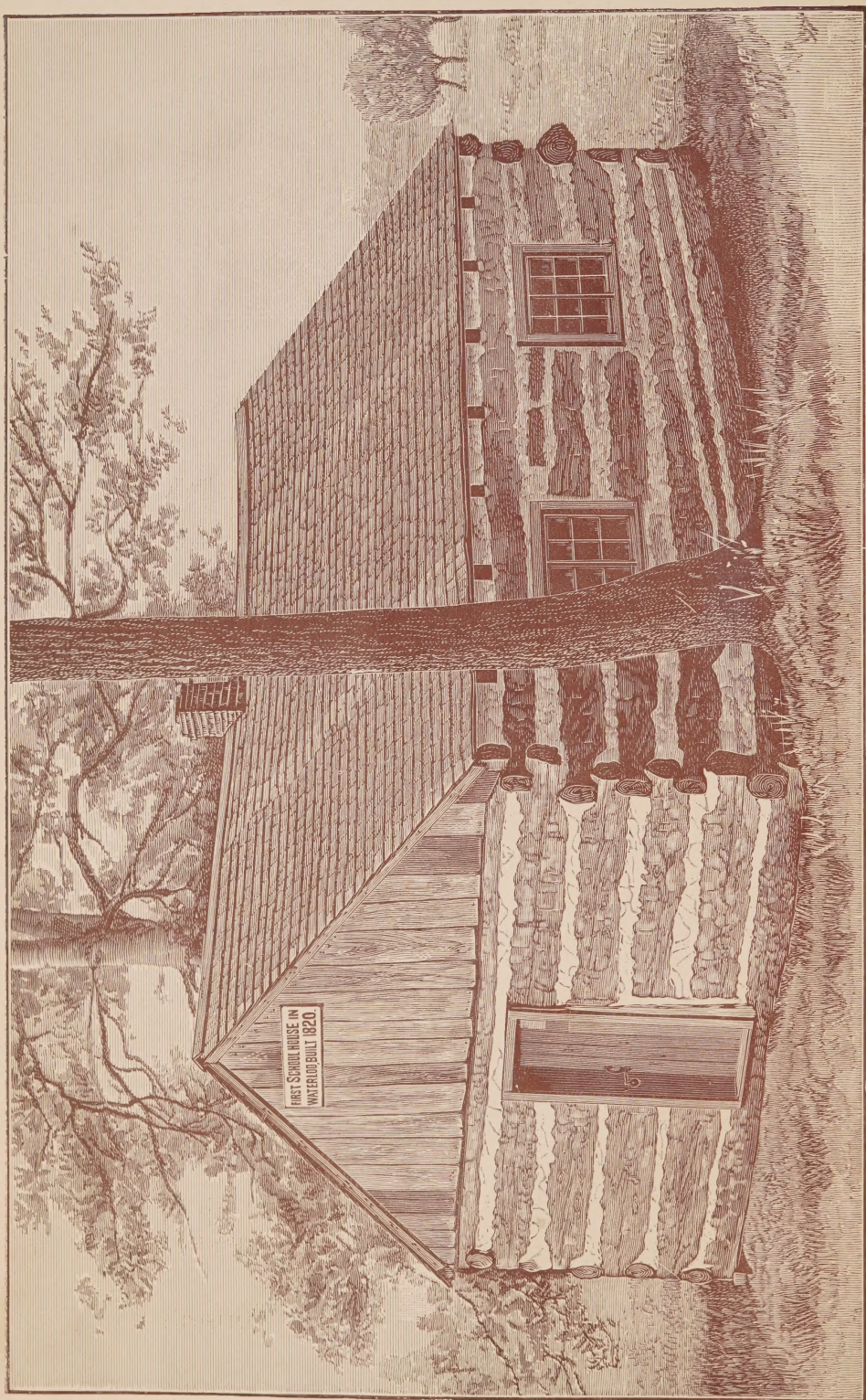


REPORT
MINISTER OF EDUCATION,
PROVINCE OF ONTARIO.
CANADA.

1895.



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Ontario. Education, Sept. 11

REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO),

FOR THE YEAR

1895.

WITH THE STATISTICS OF 1894.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

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1896.

GENERAL REPORT, 1895.

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STAFF OF THE DEPARTMENT.

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REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR

1895

WITH THE STATISTICS OF 1894.

TO THE HONORABLE GEORGE AIREY KIRKPATRICK, LL.D., Q.C.,
Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOR:

I herewith present the Report of the Education Department for the year 1895, together with the statistics for the year 1894.

SUMMARY OF STATISTICS.

** Elementary Schools.*

Number of Public Schools	5,649
Increase for the year	8
Number of Roman Catholic Separate Schools	328
Increase for the year	15
Number of Protestant Separate Schools	10
Number of Kindergartens	90
Number of teachers	184
Number of Night Schools	25
Number of teachers	54

* The Curriculum of Elementary Schools embraces the following subjects: Reading, Writing, Arithmetic, Drawing, Geography, Music, Grammar, History, Temperance, Drill, Bookkeeping, Algebra, Geometry, Botany, Physics, Agriculture.

Amount expended (1894) for Public School houses (sites and buildings)	\$373,482
“ “ Public School teachers' salaries	\$2,725,286
“ “ for all other purposes	\$812,056
Total amount expended on Public Schools, 1894	\$3,910,824
Increase	\$130,093
Estimated value of Public School property	\$10,599,439
Number of persons in the Province between the ages of 5 and 21	593,840
Increase for the year	1,337
Number of registered pupils of all ages in the Public Schools during the year	443,441
Increase for the year	440
Average attendance of pupils in the Public Schools during the year	245,006
Increase for the year	7,443
Number of pupils in Roman Catholic Separate Schools	39,762
Increase for the year	1,695
Average attendance of pupils in Roman Catholic Separate Schools	23,328
Increase for the year	1,465
Number of pupils in Protestant Separate Schools	520
Decrease for the year	28
Average attendance of pupils in Protestant Separate Schools	196
Decrease for the year	77
Number of pupils attending Kindergartens	9,340
Increase for the year	573
Average attendance of pupils at Kindergartens	3,681
Increase for the year	419
Number of pupils attending Night Schools	1,937
Decrease for the year	125
Average attendance of pupils at Night Schools	444
Decrease for the year	78
Percentage of average attendance to total attendance in Public Schools	56
Increase for the year	2 per cent.
Number of persons employed as teachers in the Public Schools during the year: Men, 2,662 ; women, 5,448 : total	8,110
Increase for the year: Men, 15 ; women, 132	
Number of teachers who have attended a Normal School	3,168
Increase for the year	88
Number of teachers who have attended a County Model School in 1895	1,834
Increase for the year	252
Average annual salary of male teachers in Public Schools	\$421
Decrease for the year	\$2
Average annual salary of female teachers in Public Schools	\$300
Average number of days the Public Schools have kept open during the year ..	208
Cost of inspection of Public Schools	\$90,610

** Secondary Schools.*

Number of High Schools (including Collegiate Institutes)	129
Number of teachers in High Schools	554
Increase for the year	16
Number of pupils in High Schools	23,523
Increase for the year	468
Amount expended for High School teachers' salaries	\$507,441
“ “ school-houses (sites and buildings)	\$48,160
“ all other High School purposes	\$132,931
Total amount expended on High Schools, 1894	688,532
Estimated value of High School property	\$1,702,620

* The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

I.—SANITARY REPORT.

From my intercourse with the Inspectors and my observations in passing through the country at different times, I became impressed with the fact that many school sites and school premises were not kept in such a sanitary condition as was necessary for the comfort and health of the pupils. In order to get such information as would enable me to deal with the matter either by regulation of the Education Department, or by Act of Parliament, as the circumstances demanded, I caused circulars to be sent to the inspectors, and give at another place the answers in a tabulated form.

The detailed reports will be found very instructive, indicating the necessity for several reforms in sanitation and indicating also the attention and zeal with which the inspectors discharge their duty in this respect. One or two items from the summary report are worthy of notice :

(1) It will be found that those engaged in our Public Schools have reached a degree of mental and physical maturity which should give us the very best service. It is sometimes said that the teaching profession has fallen into the hands of mere boys and girls. This is not so. The average age of the teachers of Ontario is found to be within a fraction of twenty-five years (24.95), and the average years of experience four and three-fifth years. That the teachers of Ontario are persons of regular habits is seen from the fact that the loss of time from illness during the year did not exceed one day per teacher.

(2) The provisions made by Boards of Trustees for the comfort and accommodation of the school population of the Province is very gratifying. Only 490 schoolhouses are reported as furnishing inadequate breathing space for the pupils in attendance. It is to be regretted, however, that better facilities have not been provided for ventilation, and in many cases for heating, although it appears from the reports of the inspectors, that so far the health of the pupils has not suffered materially from the defect. Still under better conditions I do not think that 4,981 pupils would be reported as subject to headaches. The necessity for the greatest attention to ventilation is all the more urgent from the fact that 92,000 pupils take luncheon at school. If the school room is badly ventilated, the injury to health, particularly in winter, should not be lightly regarded. Out of 3,854 schools reported upon, only 613 are said to be inferior. I notice that in 713 school houses the seats are defective. I hope the inspectors will make an effort to overcome the neglect of trustees in this respect at the earliest moment. It would be well also to call attention to the defective blinding of school windows, particularly as 680 pupils are reported as being under the necessity of wearing glasses. This is an inconvenience which is sure to be aggravated by cross lights or by either excessive or defective lighting of school houses. The provision made for washing and sweeping school houses seems very inadequate in many cases. Greater care should be paid by trustees, teachers and inspectors to this elementary part of school sanitation. It is hoped that the next report will not show that 1,920 schools were not white washed during the year and that over 400 were not swept daily. The defects in the matter of closets are still more serious. The absence of screening, in many cases the want of disinfection, the neglect to make walks in winter, are defects which should receive immediate attention, and could be remedied at a trifling cost. Boards of Health should supplement the efforts of the school authorities in overcoming the objections to which attention is called in the detailed reports contained elsewhere.

II.—PUBLIC SCHOOLS.

1.—SCHOOL POPULATION—ATTENDANCE.

School Population.

The school population of the province, as ascertained through the assessors, is as follows :

Year.	School age.	School population.	Pupils registered under 5.	Pupils registered 5 to 21.	Pupils registered over 21.	Total number of pupils registered.	Average attendance.	Percentage of average attendance to total number attending school.
1867.....	5—16	447,726	.....	*380,511	+21,132	401,643	163,974	41
1872.....	5—16	495,756	.....	*433,664	+20,998	454,662	188,701	42
1877.....	5—16	494,804	1,430	488,553	877	490,860	217,184	44
1882.....	5—16	483,817	1,352	469,751	409	471,512	214,176	45
1887.....	5—21	611,212	1,569	491,242	401	493,212	245,152	50
1892.....	5—21	595,238	1,636	483,643	391	485,670	253,830	52
1893.....	5—21	592,503	1,618	479,099	351	481,068	259,426	54
1894.....	.....	593,840	1,740	480,979	484	483,203	268,334	56

* 5—16. + Other ages.

NOTE.—The Minister's Report (for purpose of comparison with previous years in which R. C. Separate Schools were included with public schools) includes R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

2.—CLASSIFICATION OF PUPILS.

Year.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and composition.	Temperance and hygiene.
1867 ..	79,365	80,710	83,211	68,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	.....
1872 ..	160,828	100,245	89,721	67,440	29,668	322,688	327,218	57,582	327,139	109,639	110,083	282,156	....
1877 ..	152,002	108,678	135,824	72,871	19,857	396,006	402,248	153,036	375,951	116,865	168,942	226,977	.....
1882 ..	164,810	106,229	117,352	71,740	10,357	398,404	419,557	176,432	280,517	150,989	158,694	209,184	33,926
1887 ..	192,361	100,533	108,096	81,984	10,238	466,389	469,445	395,097	316,791	194,754	203,567	270,856	71,525
1892 ..	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239	334,947	253,956	220,941	297,331	171,594
1893 ..	185,177	93,448	99,274	88,850	14,319	462,765	467,004	433,610	337,100	259,070	207,145	299,703	178,208
1894 ..	185,115	94,158	98,785	89,497	15,648	466,927	471,304	435,541	338,371	264,896	206,346	303,913	191,406

From the statistics given above it will be seen that the number of pupils in the 4th and 5th Forms has been steadily increasing during the last eleven years. There is also a very gratifying increase in the number studying history, geography, and composition. The provision in the regulations of 1885, whereby Canadian history was made compulsory for entrance to the High Schools, has led no doubt to a better knowledge of these great events which effect the destiny of the Dominion, which cannot fail on account of their importance, to be stimulating to the patriotism of all pupils attending the schools of the province.

Temperance and Hygiene.

It is also worthy of notice that the number of pupils receiving instruction in temperance and hygiene has increased from 33,926 in 1882, to 191,406 in 1894, or an increase of 470 per cent. Having regard to the great importance of the knowledge of physiology and the injurious effects of alcoholic stimulants on the human system, provision was made by statute in 1886 for placing this subject on the course of study for Public Schools. Instruction was also provided under departmental regulation for teachers-in-training at County Model Schools and Normal Schools, to be followed by an examination as an essential pre-requisite to their final recognition as duly qualified teachers. In 1893, this subject was made compulsory for entrance to High Schools and Collegiate Institutes, so that no pupil who pursues his studies as far as the 5th Form can fail to be reasonably well acquainted with the conditions on which his health and physical vigor depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

To meet the necessities of this change in the course of study, a new text book was authorized by the Education Department and generally received as suitable for its intended purpose. To pupils not sufficiently advanced to use a text book, instruction is given orally at least one hour per week.

Kindergartens.

The system of kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the school system of the province by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. This report showed that in the short space of ten years, 66 kindergartens were established with 160 teachers, attended by 6,375 children under 6 years of age. In 1894 the number of kindergartens had increased to 90, with 184 teachers, attended by 9,340 pupils under 6 years of age.

Night Schools.

The whole number of Night Schools aided in 1894 was 25, the number of teachers 54, and the number in attendance 1,937. This number does not include the attendance upon the classes established by Mechanics' Institutes and Art Schools.

3.—TEACHERS' CERTIFICATES.

Teachers' Certificates—Summary from 1867 to 1894.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old county boards, etc.	No. of teachers who attended Normal Schools.
1867.....	4,890	2,849	2,041	1,899	2,454	386	151	666
1872.....	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877.....	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882.....	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887.....	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892.....	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1893.....	8,647	2,785	5,862	261	3,074	4,259	1,053	3,122
1894.....	8,824	2,795	6,029	262	3,184	4,351	1,027	3,207

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, counties.	Average salary, female teacher, counties.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
1867.....	\$ 1,350	\$ 346	\$ 226	\$ 261	\$ 189	\$ 532	\$ 243	\$ 464	\$ 240
1872.....	1,000	360	228	305	213	628	245	507	216
1877.....	1,100	398	264	379	251	735	307	583	269
1882.....	1,100	415	269	385	248	742	331	576	273
1887.....	1,450	425	292	398	271	832	382	619	289
1892.....	1,500	421	297	383	269	894	402	648	298
1893.....	1,500	423	300	383	272	911	409	655	301
1894.....	1,500	421	300	376	269	876	415	632	303

4.—RECEIPTS AND EXPENDITURE.

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal school grants and assessments.	Clergy reserve fund, balances and other sources.	Total receipts.	Teachers' salaries.	Maps, apparatus, prizes, etc.	Sites and building school houses.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ c.
1867....	187,153	1,151,583	331,599	1,670,335	1,093,517	31,354	149,195	199,123	1,473,189	3 67
1872....	225,318	1,763,492	541,460	2,530,270	1,371,594	47,799	456,043	331,928	2,207,364	4 85
1877....	251,962	2,422,432	730,687	3,405,081	2,038,099	47,539	477,393	510,458	3,073,489	6 26
1882....	265,738	2,447,214	757,038	3,469,990	2,144,449	15,583	341,918	525,025	3,026,975	6 42
1887....	268,722	3,084,352	978,283	4,331,357	2,458,540	27,509	544,520	711,535	3,742,104	7 59
1892....	283,791	3,300,512	1,227,596	4,811,899	2,752,629	40,003	427,321	833,965	4,053,918	8 40
1893....	287,852	3,265,292	1,193,108	2,746,252	2,798,199	40,234	350,942	862,085	4,051,460	8 54
1894....	299,217	3,460,328	1,212,962	4,972,507	2,822,731	50,465	445,386	869,549	4,248,131	8 79

Estimated value of Public School Property, \$10,599,439.00.

III.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure—Teachers.				Number of pupils attending—Number of studies.							
	Schools open.	Total receipts.	Total expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and hygiene.
		\$	\$									
1867..	161	48,628	42,719	210	18,924	16,115	10,749	10,559	8,666	5,688		
1872..	171	68,810	61,817	254	21,406	20,924	13,699	12,189	8,011	7,908		
1877..	185	120,266	114,806	334	24,952	24,952	17,932	17,961	13,154	11,174		
1882..	190	166,739	154,340	390	26,148	26,148	21,052	21,524	13,900	11,695	7,548	2,033
1887..	229	229,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892..	312	326,034	289,838	662	37,466	37,466	35,565	35,936	26,299	22,755	32,682	11,056
1893..	313	305,767	270,729	684	38,067	37,957	36,415	36,790	27,409	22,919	33,326	11,575
1894..	328	392,392	337,307	714	39,762	39,762	38,111	38,449	27,304	23,468	34,945	13,893

IV.—PROTESTANT SEPARATE SCHOOLS.

There has been no increase in the Protestant Separate Schools during the last year. The complete list is as follows :

Anderdon, No. 6 Bromley, No. 9 Cambridge, No. 1 Marlboro', No. 2 Osgoode, No. 6 Plantagenet North, Puslinch, Rama, L'Original, Penetanguishene.

They were attended by 520 pupils. The whole amount expended for their maintenance was \$5,222. Two teachers held a Second Class Certificate, six a third, and five were holders of a temporary certificate.

V.—HIGH SCHOOLS.

(Including Collegiate Institutes.)

1.—RECEIPTS, EXPENDITURE, ATTENDANCE, ETC.

The following statistics respecting High Schools will be found suggestive :

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school-houses, rents and repairs.	Total expenditure.			
1867.....	103	159	\$ 15,605	\$ 54,562	\$ 134,579	\$ 94,820	\$ 19,190	\$ 124,181	5,696	55	\$ 21 80
1872.....	104	239	20,270	79,543	223,269	141,812	31,360	210,005	7,968	56	26 36
1877.....	104	280	20,753	78,762	357,521	211,607	51,417	343,710	9,229	56	37 24
1882.....	104	332	29,270	84,304	373,150	253,864	19,361	343,720	12,348	53	27 16
1887.....	112	398	56,198	91,977	529,323	327,452	73,061	495,612	17,459	59	28 38
1892.....	128	522	97,273	100,000	793,812	472,029	91,108	696,114	22,837	60	30 48
1893.....	129	538	105,676	100,000	900,721	499,988	158,267	823,722	23,055	60	35 80
1894.....	129	554	109,267	100,000	740,651	507,441	48,159	688,532	23,523	62	29 27

Estimated value of High School Property, \$1,702,620.00.

2.—CLASSIFICATION, ETC.

Year.	English.					Mathematics.				Science.		
	English grammar.	Composition and rhetoric.	Poetical literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.
1867..	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872..	7,884	7,278	... ..	7,513	7,715	7,834	6,033	2,592	174	1,921	1,151	.....
1877..	8,819	8,772	.....	9,106	9,158	9,227	8,678	8,113	359	2,168	2,547	.....
1882..	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,880	2,522	.....
1887..	17,086	17,171	16,649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892..	22,530	22,525	22,468	22,328	22,118	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1893..	22,861	22,827	22,702	22,870	22,051	22,297	22,649	19,472	1,119	7,098	4,206	5,976
1894..	23,348	23,360	23,416	23,269	23,418	22,404	23,253	20,569	1,353	7,335	4,880	6,088

CLASSIFICATION ETC.

Year.	Languages.				Drawing.	Vocal music.	Bookkeeping and commercial transactions.	Commercial certificates.	Left for mercantile life.	Left for agriculture.	Who joined any learned profession.	Matriculated.	Number of Schools charging fees.
	Latin.	Greek.	French.	German.									
1867.....	5,171	802	2,164	.....	676	.....	1,283	.....	.....	.....	.....	56	57
1872.....	3,860	900	2,828	341	2,176	.....	3,127	.....	486	300	213	78	28
1877.....	4,955	871	3,091	442	2,755	.....	3,621	.....	555	328	564	145	35
1882.....	4,591	815	5,363	962	3,441	.....	5,642	.....	881	646	751	272	37
1887.....	5,409	997	6,180	1,350	14,295	1,955	14,064	.....	1,141	882	791	305	58
1892... ..	9,006	1,070	10,398	2,796	16,980	948	16,700	2,640	1,111	1,006	398	471	77
1893.....	8,918	1,008	10,482	2,854	16,290	550	16,033	2,845	1,072	1,048	356	415	
1894.....	9,366	1,080	10,530	2,785	14,827	413	15,101	3,592	1,036	934	469	482	84

Classification.

From a study of the classification of the High Schools and Collegiate Institutes, two or three very striking changes in the tendency of higher education may be worthy of notice. For instance, in 1867, only 1,283 pupils or 23 per cent. of the whole number studied commercial subjects such as Bookkeeping; in 1894 this subject was taken by 15,101 pupils or 65 per cent. of the whole attendance. In 1867, 5,171 pupils or 90 per cent. of the whole attendance studied Latin; in 1894 the number of pupils in Latin was 9,316 or only 40 per cent. of the number in attendance. In 1867, 15 per cent. studied Greek; in 1894 only 5 per cent. were engaged in studying this subject. In 1867, 38 per cent. of pupils studied French and none studied German; in 1894 these numbers had increased to 45 per cent. and 12 per cent. respectively. There also has been a large increase in the number studying Drawing; the total in 1867 being 676, and in 1894 14,827. Phonography is taught in 21 schools to 1,467 pupils. Music is taught in 6 schools.

Matriculation.

Perhaps the best test of High School work is that of matriculation into the universities of the province. The number of pupils who passed this test successfully in 1867 was 56, and in 1894, 482.

Diffusion of High School Education.

When the High School system of the province was first inaugurated, its primary object was to prepare pupils for the learned professions and especially for the University. While in that respect our High Schools amply fulfil their original purpose, in later years the course of education which they provide has been considered a desirable qualification for various other pursuits in life. Many young men in preparing for mercantile life or for agriculture take advantage of the High School, perhaps not so much because of the direct training which it gives for their intended calling as for the superior culture which it provides. In 1872, 486 High School pupils, when they finished their High School education, entered mercantile life. In 1894 the number had increased to 1,036. Similarly, 300 High School pupils left the High School for agricultural pursuits, and in 1894, 934 pupils pursued a similar course. In all, the High Schools gave to mercantile life and to agriculture in 1894 1,970 pupils of well-recognized educational standing, and to the Universities and the learned professions the same year, 951. The whole number who left the High School for mercantile life since 1872 was 18,709, and for agriculture, 14,486.

VI.—DEPARTMENTAL EXAMINATIONS.

ENTRANCE EXAMINATIONS, 1887-1895.

	Candidates examined.	Candidates passed.
1877.....	7,383	3,836
1882.....	9,607	4,371
1887.....	16,248	9,364
1892.....	16,409	8,427
1893.....	16,500	8,823
1894.....	17,093	8,889
1895.....	17,023	10,049

Departmental and Matriculation Examinations.

Year of examination.	No. of candidates ex- amined.	No. who received primary certificates.	No. who received junior leaving certificates.	No. who received senior leaving certificates.	No. who received matricu- lation certificates.	No. who passed in Part I. for matriculation.	No. of appeals.	No. of appeals sustained.
1895.....	8,883	1,990	1,147	302	203	129	672	94

Table showing the number of Teachers-in-Training at County Model Schools, Provincial Kindergartens, Provincial Normal Schools and School of Pedagogy, etc.

Year.	County Model Schools.			School of Pedagogy.		Normal and Model Schools.					
	No. of schools.	No. of teachers in training.	No. that passed final ex-amination.	No. of teachers.	No. of students.	No. of Normal School teachers.	No. of Normal School students.	No. of Model School and Kindergarten teachers.	No. of Model School and Kindergarten pupils.	Receipts from fees of Nor- mal Schools, School of Pedagogy, Model School and Kindergarten pupils.	Expenditure, Normal and Model Schools and School of Pedagogy.
1887.....	50	1,146	1,124	.....	.....	13	257	8	643	\$ 7,909 c. 22	\$ 25,780 c. 50
1882.....	46	882	837	.....	.....	16	260	15	799	13,783 50	44,808 43
1887.....	55	1,491	1,376	.....	.....	13	441	18	763	13,427 00	40,188 66
1892.....	59	1,283	1,225	10	96	12	428	22	842	15,601 00	46,429 35
1893.....	59	1,582	1,456	10	82	12	412	22	805	18,648 00	52,703 63
1894.....	59	1,750	1,587	10	107	12	379	21	709	18,831 00	53,234 43
1895.....	60	1,834	1,644	10	149	13	442	21	801	20,175 00	52,668 02

Examination Papers issued, 1895.

The number of Examination papers issued by the Department in 1895 was :

High School Entrance	252,000
High School Primary.....	131,000
High School Junior Leaving and Pass Matriculation	85,000
Pass Matriculation (Scholarship)	17,000
High School Senior Leaving and Honor Matriculation	40,000
Honor Matriculation (Scholarship)	21,000
Public School Leaving	102,000
Art Schools.....	16,500
Kindergarten	6,400
Third Class (County Model Schools).....	18,000
Second Class (Provincial Normal Schools)	8,000
First Class and High School Assistant Master (Ontario School of Pedagogy) ..	22,400
Commercial Specialist	6,400
Normal School Entrance	3,200
For District Certificates, U. O. Prescott and Russell.....	900

Total..... 729,800

VII.—TEACHERS' INSTITUTES.

This table presents the work of Teachers' Institutes for seventeen years :

Year.	Receipts.							Expenditure.	
	No. of Teachers' Institutes.	No. of members.	Total No. of teachers in province.	Amount received from Government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid.
1877.....	42	1,181	6,468	\$ 1,412 50	\$ 100 00	\$ 299 75	\$ 2,769 45	.....	\$ 1,127 63
1882.....	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887.....	66	6,718	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892.....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1893.....	71	7,952	8,647	2,050 00	1,748 00	874 72	11,940 22	1,373 43	6,193 60
1894.....	73	7,630	8,824	2,100 00	2,231 85	998 34	12,384 77	2,062 64	6,527 43

VIII.—TECHNICAL EDUCATION, MECHANICS' INSTITUTES, FREE LIBRARIES, ART SCHOOLS AND SCIENTIFIC SOCIETIES.

The progress of Mechanics' Institutes and Free Libraries within an interval of twelve years, from 1883 to 1895, has been very gratifying. The number of these institutions reporting have increased from ninety-three to 301, the number of volumes in libraries has increased from 154,093 to 604,719, and the number of books circulated has increased from 251,920 to 1,687,806. During the same period there has been a great improvement in the class of literature read, with a corresponding decrease in the demand for works of fiction.

Under the Act respecting Public Libraries, which came into force on the 1st of May, 1895, every Mechanics' Institute is called a Public Library, and every Mechanics' Institute in a city, town, or incorporated village can be handed over to a municipality and changed into a Free Public Library without the necessity of passing a by-law to be voted on by the people.

Public Libraries which prefer continuing the old method of raising funds for their support from members' subscriptions may continue to do so, and persons over twelve years of age may become members and entitled to all the privileges of membership except the right of voting at meetings for the election of the board of management.

From 1883 to 1895 the Mechanics' Institutes and Free Libraries have issued 9,863,563 volumes, and their total receipts for all purposes amounted to \$1,365,530.

ABSTRACT SHOWING THE PROGRESS OF MECHANICS' INSTITUTES AND FREE LIBRARIES
FROM 1883 TO 1895 INCLUSIVE.

I.—Mechanics' Institutes.

Year.	Institutes reporting.	Number of members.	Number of evening classes.	Number of pupils.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes issued.	Total receipts.	Total assets.
1883....	92	12,956	27	1,711	58	1,512	150,311	241,075	\$ 58,556 c. 11	\$ 251,815 c. 93
1888....	159	18,176	49	1,565	96	2,269	230,517	336,895	62,473 38	276,000 50
1893....	244	27,439	40	1,100	145	3,374	367,498	573,515	91,213 48	376,595 24
1894....	263	27,129	30	790	162	3,508	404,661	644,219	95,453 59	405,180 17
1895....	289	31,195	36	966	180	3,752	439,456	687,100	99,686 35	423,475 87

II.—Free Libraries.

Year.	Free libraries reporting.	Number of readers.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes	Total receipts.	Total assets.
1883.....	1	716	1	28	3,782	10,845	\$ 1,160 c. 30	\$ 3,375 c. 00
1888.....	8	13,840	8	741	80,531	407,571	41,370 30	127,573 25
1893.....	11	56,649	11	1,371	142,828	842,352	69,342 78	308,816 93
1894.....	11	61,671	11	1,282	156,720	865,236	73,651 03	319,336 33
1895.....	12	67,233	12	1,384	165,263	1,000,706	65,596 36	328,950 21

ABSTRACT COMPARING THE MECHANICS' INSTITUTES AND FREE LIBRARIES
IN 1883 AND 1895.

	1883.	1895.
Number of Mechanics' Institutes and Free Libraries reported	93	300
Number of members and readers	13,672	98,428
Number of evening classes	28	36
Number of reading rooms	59	192
Number of newspapers and periodicals.....	1,540	5,136
Number of volumes in libraries	154,093	604,719
Number of volumes issued.....	251,920	1,687,806
Total receipts	\$59,716	\$165,282 71
Total assets	\$255,190	\$752,426 08

ABSTRACT OF THE NUMBER OF CERTIFICATES AWARDED FOR DRAWING, ETC., TO ART SCHOOLS, MECHANICS' INSTITUTES, ETC., FROM 1883 TO 1895 (NOT INCLUDING CERTIFICATES AWARDED AT SUMMER CLASSES.)

Year.	Number of Art Schools, Mechanics' Institutes, etc.	Primary course.		Advanced course.		Mechanical course.		Extra subjects.	Departmental medals, etc.			
		Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Painting, modelling, wood-carving, lithography.	Gold medals.	Silver medals.	Bronze medals.	Special certificates.
1883.....	1	124	.....	31	.....	1	.....	.....	.....	.....	.....	.....
1888.....	57	2,979	133	151	9	50	2	108	1	1	4	1
1893.....	85	4,753	220	301	13	139	10	105	1	16	11	21
1894.....	71	3,915	153	230	24	134	3	113	1	4	10	21
1895.....	81	6,202	341	273	11	79	3	126	1	5	10	54

THE TOTAL NUMBER OF CERTIFICATES AWARDED FROM 1883 TO 1895, INCLUDING SUMMER CLASSES FOR TEACHERS, IS AS FOLLOWS :

Primary course.		Advanced course.		Mechanical course.		Extra subjects.	Departmental medals, etc.			
Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Painting, modelling, wood-carving, lithography, etc.	Gold medals.	Silver medals.	Bronze medals.	Special certificates.
41,542	2,034	2,457	143	969	36	899	11	55	76	145

IX.—ARBOR DAY.

The efforts made by the Department to secure the planting of shade trees and the cultivation of flowers in the school grounds, were heartily supported by teachers and trustees. Arbor Day has now become one of the most interesting and profitable holidays of the year. In 1885, 38,940 ; in 1886, 34,087 ; in 1887, 25,057 ; in 1888, 25,714 ; in 1889, 21,281 ; in 1890, 22,250 ; in 1891, 15,697 ; in 1892, 14,489 ; in 1893, 14,103 ; and in 1894 14,244 trees were planted.

X.—DOCUMENTARY HISTORY OF EDUCATION IN ONTARIO.

It gives me great pleasure to announce that the third volume of the Documentary History of Education in Ontario will be distributed during the present session. This volume brings down the history of our schools to the year 1840, and with the two volumes previously issued supplies the fullest information respecting the evolution of our school system, and the difficulties encountered by the early pioneers of education in preparing the public mind for the legislation under which it is now practically organized. Dr. Hodgins, the author, and the Historiographer to the Department, deserves the highest praise for his untiring industry in collecting the material which these volumes contain. His long connection with the Department, extending now over fifty years, specially qualifies him for this work, and no person who has followed the narrative can fail to see that it was written with a skilful hand, and with the enthusiasm of a man thoroughly acquainted with the various matters with which he was called upon to deal.

I have the honor to be,

Your Honor's obedient servant,

EDUCATION DEPARTMENT,
TORONTO, January, 1896.

GEO. W. ROSS,
Minister of Education.

APPENDICES.

APPENDIX A.

STATISTICAL TABLES.

I.—TABLE A.—The

Counties. (Including incorporated villages, but not cities or towns.)	School population.—Pupils					
	School population be- tween 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.
1 Brant	4,344	17	3,581	5	3,603	1,985
2 Bruce	16,087	41	13,185	19	13,245	6,998
3 Carleton	8,484	47	7,177	13	7,237	3,821
4 Dufferin	5,578	61	5,283	5	5,349	2,816
5 Elgin	7,882	38	6,897	3	6,938	3,563
6 Essex	11,988	19	8,422	11	8,452	4,412
7 Frontenac	6,802	48	6,023	5	6,076	3,207
8 Grey	17,599	114	15,077	20	15,211	7,798
9 Haldimand	6,284	37	5,048	3	5,088	2,677
10 Haliburton	2,386	16	1,672	2	1,690	864
11 Halton	5,555	2	4,011	.....	4,013	2,094
12 Hastings	12,654	22	9,213	10	9,245	4,879
13 Huron	15,865	40	12,973	15	13,028	6,860
14 Kent	10,944	38	9,262	24	9,324	4,839
15 Lambton	13,760	41	10,492	10	10,543	5,547
16 Lanark	6,272	22	4,958	5	4,985	2,583
17 Leeds and Grenville	11,895	63	10,369	15	10,447	5,515
18 Lennox and Addington	5,489	7	4,996	3	5,006	2,625
19 Lincoln	5,617	23	4,327	1	4,351	2,296
20 Middlesex	14,050	49	11,539	3	11,591	6,087
21 Norfolk	8,918	37	6,911	6	6,954	3,674
22 Northumberland and Durham	15,206	40	12,682	13	12,735	6,806
23 Ontario	9,389	27	8,461	13	8,501	4,566
24 Oxford	11,224	6	8,044	6	8,056	4,292
25 Peel	6,108	15	4,940	5	4,960	2,686
26 Perth	9,542	16	7,307	9	7,332	3,886
27 Peterborough	7,053	39	5,407	3	5,449	2,870
28 Prescott and Russell	9,685	45	5,890	12	5,947	3,120
29 Prince Edward	3,546	12	3,450	11	3,473	1,810
30 Renfrew	12,119	51	8,093	6	8,150	4,093
31 Simcoe and W. Muskoka	18,628	118	16,637	97	16,852	8,925
32 Stormont, Dundas and Glengarry	15,912	94	13,367	12	13,473	7,080
33 Victoria and E. Muskoka	10,998	12	9,701	10	9,723	5,316
34 Waterloo	9,136	11	7,266	7	7,284	3,919
35 Welland	6,832	44	5,656	2	5,702	3,031
36 Wellington	14,218	35	9,670	10	9,715	5,140
37 Wentworth	7,154	17	5,423	5	5,445	2,856
38 York	15,982	67	12,299	9	12,375	6,650
39 Districts	11,928	123	10,006	17	10,146	5,281
Total	393,113	1,554	315,715	425	317,694	167,467
Cities.						
1 Belleville	2,510	.....	1,647	.....	1,647	819
2 Brantford	3,763	.....	2,546	.....	2,546	1,279
3 Guelph	3,397	.....	1,833	3	1,836	894
4 Hamilton	13,700	1	8,702	1	8,704	4,393
5 Kingston	5,698	1	2,753	.....	2,754	1,346
6 London	8,798	.....	5,827	1	5,828	3,041
7 Ottawa	12,417	2	4,323	.....	4,325	2,290
8 St. Catharines	2,990	3	1,521	.....	1,524	773
9 St. Thomas	3,030	.....	2,286	.....	2,286	1,165
10 Stratford	3,186	.....	1,679	.....	1,679	870
11 Toronto	44,521	17	28,854	6	28,877	14,646
12 Windsor	3,290	.....	2,358	.....	2,358	1,217
Total	107,300	24	64,329	11	64,364	32,733

Public Schools.

attending the Public Schools.

Girls.	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	Number of children between 8 and 14 (inclusive) who did not attend any school during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
1 1,618	247	489	722	838	1,095	212	1	2,013	56
2 6,247	1,133	1,806	2,571	2,893	4,305	537	71	7,212	55
3 3,416	776	1,270	1,630	1,665	1,682	214	60	3,327	46
4 2,533	619	886	1,189	1,239	1,313	103	21	2,337	44
5 3,375	516	896	1,294	1,697	2,257	278	16	3,498	50
6 4,040	836	1,278	1,788	1,836	2,393	321	43	4,376	52
7 2,869	899	1,198	1,481	1,224	1,132	142	80	2,581	43
8 7,413	1,629	2,627	3,383	3,359	3,770	443	133	6,670	44
9 2,411	332	615	881	1,192	1,755	313	34	3,034	60
10 826	298	375	482	314	185	36	14	607	36
11 1,919	219	527	827	933	1,397	110	11	2,203	55
12 4,366	1,064	1,372	2,005	1,968	2,469	367	110	4,613	50
13 6,168	858	1,579	2,323	2,852	4,636	780	54	7,524	58
14 4,485	883	1,468	2,039	2,161	2,559	214	106	4,508	48
15 4,996	863	1,246	1,908	2,250	3,853	423	41	5,865	56
16 2,402	386	728	1,015	1,097	1,540	219	16	2,610	52
17 4,932	1,047	1,766	2,230	2,410	2,732	262	33	5,048	48
18 2,381	533	855	1,004	1,073	1,340	201	72	2,404	48
19 2,055	330	565	890	1,019	1,430	117	9	2,245	52
20 5,504	832	1,342	2,177	2,641	4,276	323	67	6,519	56
21 3,280	684	1,091	1,492	1,502	1,974	211	38	3,600	52
22 5,929	1,210	1,970	2,687	3,058	3,414	396	160	6,351	50
23 3,935	621	1,118	1,805	1,859	2,729	369	38	4,994	59
24 3,764	526	1,084	1,555	1,756	2,727	408	40	4,271	53
25 2,274	428	736	1,046	1,223	1,392	135	15	2,546	52
26 3,446	473	851	1,512	1,693	2,387	416	29	4,108	56
27 2,579	580	873	1,229	1,236	1,369	162	57	2,900	53
28 2,827	711	1,015	1,435	1,288	1,367	131	146	2,694	46
29 1,663	342	578	699	785	928	141	16	1,697	49
30 4,057	1,020	1,521	2,027	1,723	1,672	187	149	3,525	43
31 7,927	1,407	2,618	3,750	3,946	4,272	859	70	8,362	50
32 6,393	1,402	2,036	2,799	3,191	3,703	342	87	6,774	50
33 4,407	970	449	2,378	2,733	2,797	396	26	4,232	44
34 3,365	301	760	1,238	1,609	2,946	430	22	4,515	62
35 2,671	495	843	1,158	1,256	1,744	206	25	2,977	52
36 4,575	680	1,375	2,144	2,420	2,855	241	48	5,280	55
37 2,589	436	793	1,206	1,256	1,630	124	1	2,894	53
38 5,725	1,016	1,809	2,549	2,758	3,778	465	176	6,294	51
39 4,865	1,456	2,084	2,573	2,100	1,710	223	1,597	4,105	41
150,227	29,058	46,492	67,121	72,053	91,513	11,457	3,732	161,313	51
1 828	72	93	284	321	830	47	.....	1,049	63
2 1,267	88	181	441	554	1,282	.....	20	1,826	72
3 942	38	109	288	420	981	.....	100	1,227	68
4 4,311	195	457	1,316	1,397	5,349	.....	.....	6,382	73
5 1,408	101	188	460	530	1,287	188	.....	1,992	72
6 2,787	218	395	862	1,074	3,279	.....	.....	3,562	61
7 2,035	215	405	850	970	1,885	.....	.....	2,794	65
8 751	61	127	204	293	804	35	.....	1,027	67
9 1,121	57	139	324	384	1,382	.....	92	1,679	73
10 809	61	104	210	328	967	9	.....	1,166	70
11 14,231	902	1,698	4,886	4,632	17,259	.....	.....	20,281	70
12 1,141	139	234	436	457	1,086	6	.....	1,419	60
31,631	2,147	4,130	10,061	11,350	36,391	285	212	44,404	69

I.—TABLE A.—The

Towns.	School population.—Pupils					
	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.
1 Alliston	598	.....	392	.....	392	209
2 Almonte	720	.....	416	.....	416	210
3 Amherstburg	709	.....	308	.....	308	158
4 Aurora	546	.....	415	.....	415	217
5 Aylmer	580	.....	490	.....	490	252
6 Barrie	1,657	.....	1,010	.....	1,010	534
7 Berlin	2,173	.....	1,428	.....	1,428	750
8 Blenheim	590	.....	455	.....	455	240
9 Bothwell	288	.....	236	.....	236	111
10 Bowmanville	964	.....	644	.....	644	316
11 Bracebridge	755	.....	680	.....	680	329
12 Brampton	633	3	612	.....	615	317
13 Brockville	2,739	.....	1,539	.....	1,539	746
14 Carleton Place	1,401	4	891	.....	895	444
15 Chatham	2,603	.....	1,869	.....	1,869	977
16 Clinton	657	.....	583	.....	583	302
17 Cobourg	1,099	.....	657	.....	657	335
18 Collingwood	2,037	.....	1,330	.....	1,330	660
19 Cornwall	2,684	7	718	.....	725	363
20 Deseronto	1,147	.....	754	.....	754	379
21 Dresden	570	.....	466	.....	466	254
22 Dundas	998	.....	513	1	514	258
23 Durham	465	.....	449	.....	449	207
24 Essex	475	.....	403	.....	403	199
25 Forest	443	3	344	.....	347	195
26 Fort William	527	.....	417	.....	417	210
27 Galt	2,291	.....	1,527	.....	1,527	803
28 Gananoque	1,526	.....	749	.....	749	383
29 Goderich	1,123	.....	770	.....	770	399
30 Gore Bay	260	.....	214	3	217	109
31 Gravenhurst	2,200	.....	565	.....	565	273
32 Harriston	580	.....	455	.....	455	245
33 Ingersoll	1,150	.....	697	.....	697	348
34 Kincardine	910	.....	710	.....	710	367
35 Leamington	599	.....	452	.....	452	223
36 Lindsay	2,003	.....	1,048	.....	1,048	518
37 Listowel	827	.....	566	.....	566	320
38 Little Current	301	.....	226	.....	226	121
39 Mattawa	550	.....	119	.....	119	51
40 Meaford	564	.....	425	.....	425	224
41 Midland	654	3	581	.....	584	322
42 Milton	440	.....	393	1	399	205
43 Mitchell	697	.....	485	.....	485	236
44 Mount Forest	786	.....	591	.....	591	332
45 Napanee	964	.....	714	.....	714	382
46 Newmarket	577	.....	412	.....	412	243
47 Niagara	539	.....	273	.....	273	154
48 Niagara Falls	1,149	.....	627	.....	627	320
49 North Bay	833	.....	351	1	352	180
50 North Toronto	625	.....	490	.....	490	258
51 Oakville	513	.....	330	.....	330	157
52 Orangeville	960	.....	603	.....	603	299
53 Orillia	1,807	.....	1,203	.....	1,203	590
54 Oshawa	1,210	.....	810	.....	810	432
55 Owen Sound	2,075	.....	1,402	.....	1,402	705
56 Palmerston	619	.....	491	.....	491	255
57 Parkhill	448	.....	320	.....	320	168
58 Paris	938	.....	589	.....	589	294
59 Parry Sound	672	.....	629	.....	629	328

Public Schools.

attending the Public Schools.

Girls.		Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	Number of children between 8 and 14 (inclusive) who did not attend any school during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
1	183	15	24	65	76	212	6	261	67	
2	206	20	27	55	77	231	1	299	72	
3	150	20	34	58	68	127	12	182	59	
4	198	30	38	61	73	201	76	268	65	
5	238	9	35	55	89	302	75	356	73	
6	476	68	106	177	197	462	75	661	66	
7	678	56	75	158	261	802	75	1,026	72	
8	215	12	23	52	91	277	5	347	76	
9	125	10	22	42	37	125	4	150	64	
10	328	17	40	86	110	391	27	418	65	
11	351	74	148	234	149	75	51	291	43	
12	238	29	24	68	108	359	75	440	72	
13	793	67	123	253	283	762	75	1,061	69	
14	451	30	78	144	173	465	5	570	64	
15	892	84	182	340	492	767	4	1,082	58	
16	281	27	39	85	118	271	43	400	69	
17	322	14	26	99	164	354	9	496	76	
18	670	85	117	235	280	604	26	847	64	
19	362	34	70	117	144	334	42	479	66	
20	375	31	53	126	151	351	1	522	70	
21	212	31	52	85	76	221	124	287	62	
22	256	12	30	85	161	226	4	338	66	
23	242	24	23	68	120	214	10	283	64	
24	204	23	41	66	84	188	31	228	57	
25	152	9	22	45	60	207	124	260	75	
26	207	18	48	90	107	144	32	255	61	
27	724	29	85	136	297	980	32	1,046	69	
28	366	37	52	101	147	381	32	517	69	
29	371	25	44	106	139	332	32	553	72	
30	108	19	30	45	57	66	32	113	52	
31	292	58	73	135	124	171	32	301	54	
32	210	19	33	103	87	208	32	305	67	
33	349	18	62	102	140	347	32	473	68	
34	343	21	45	173	206	255	32	383	54	
35	229	20	47	79	89	217	32	274	61	
36	530	32	68	139	257	500	32	709	68	
37	246	25	53	75	151	250	32	368	65	
38	105	18	39	65	41	61	32	124	55	
39	68	16	13	27	37	26	32	60	51	
40	201	13	35	67	96	214	32	293	69	
41	262	50	79	157	108	190	32	339	58	
42	194	18	32	54	74	214	32	267	67	
43	249	12	33	66	118	238	32	325	67	
44	259	21	48	88	96	323	32	392	66	
45	332	38	60	115	144	350	32	469	66	
46	169	11	42	69	72	218	32	290	70	
47	119	14	31	68	97	63	32	153	56	
48	307	18	35	88	122	331	32	422	67	
49	172	26	40	65	90	127	32	203	58	
50	232	27	56	105	122	180	32	278	57	
51	173	9	30	43	73	175	32	224	68	
52	304	26	48	101	148	270	32	386	64	
53	613	56	121	172	315	533	32	776	65	
54	378	21	49	95	144	425	32	591	73	
55	697	57	117	195	285	722	32	924	66	
56	236	17	34	67	128	245	32	330	67	
57	152	7	30	33	59	190	32	221	69	
58	295	15	26	77	110	311	32	423	72	
59	301	41	66	144	168	171	32	330	53	

I.—TABLE A.—The

Towns.	School population.—Pupils					
	School population be- tween 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.
60 Pembroke	1,145		638		638	334
61 Penetanguishene	728		321		321	161
62 Perth	950		535		535	276
63 Peterborough	2,957		1,656		1,656	836
64 Petrolea	1,482		1,120		1,120	560
65 Picton	903		647		647	329
66 Port Arthur	915		447		447	208
67 Port Hope	1,510		999		999	490
68 Prescott	473		362		362	167
69 Rat Portage	673	1	501		502	267
70 Renfrew	910		423		423	199
71 Ridgetown	618		534		534	265
72 Sandwich	427		306		306	160
73 Sarnia	1,772		1,256		1,256	618
74 Sault Ste. Marie	718		519	1	520	255
75 Seaforth	792		548		548	273
76 Simcoe	658		548		548	302
77 Smith's Falls	1,082		855		855	429
78 Stayner	501		373		373	186
79 St. Mary's	982	1	876		877	404
80 Strathroy	824		609	2	611	309
81 Sudbury	326		146		146	67
82 Thessalon	394		209		209	106
83 Thornbury	489		271		271	128
84 Thorold	580		381		381	199
85 Tilsonburg	737		426		426	223
86 Toronto Junction	1,911		1,438		1,438	745
87 Trenton	1,348		722		722	346
88 Uxbridge	685		485		485	249
89 Walkerton	775		589		589	297
90 Walkerville	322		264		264	129
91 Waterloo	914		603		603	306
92 Welland	485		447		447	213
93 Whitby	837		487		487	272
94 Wiarton	702		614		614	317
95 Wingham	604		604		604	293
96 Woodstock	1,850		1,752		1,752	875
Total	93,427	22	61,352	9	61,383	31,209
Totals.						
1 Counties, etc	393,113	1,554	315,715	425	317,694	167,467
2 Cities	107,300	24	64,329	11	64,364	32,733
3 Towns	93,427	22	61,352	9	61,383	31,209
4 Grand total, 1894	593,840	1,600	441,396	445	443,441	231,409
5 " 1893	592,503	1,493	441,191	317	443,001	231,210
6 Increase	1,337	107	205	128	440	199
7 Decrease						
8 Percentage .....		.35	99.55	.10		52

Public Schools.

attending the Public Schools.

Girls.		Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.	Number of children between 8 and 14 (inclusive) who did not attend any school during the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
60	304	17	42	87	140	345	7	.....	437	68
61	160	25	44	72	76	96	8	.....	175	55
62	259	9	32	56	105	333	.....	.....	397	74
63	820	60	130	218	276	824	148	2	1,160	70
64	560	42	89	179	256	549	5	.....	755	68
65	318	26	57	106	131	325	2	.....	426	66
66	239	39	33	85	111	179	.....	64	263	59
67	509	27	62	137	243	495	35	.....	697	70
68	195	11	38	46	70	195	2	11	237	66
69	235	38	69	117	94	174	10	102	282	57
70	224	16	43	70	95	195	4	.....	271	67
71	269	33	48	87	107	259	.....	.....	333	62
72	146	21	60	52	71	102	.....	.....	161	53
73	638	50	98	199	270	603	36	.....	846	68
74	265	47	80	105	116	171	1	.....	265	51
75	275	15	36	69	117	299	12	.....	381	70
76	246	19	50	101	130	224	24	.....	346	63
77	426	41	73	113	153	431	44	70	579	67
78	187	23	59	125	81	85	.....	.....	204	55
79	473	40	54	301	237	237	8	.....	481	55
80	302	19	57	114	136	285	.....	.....	374	61
81	79	12	24	38	39	33	.....	.....	72	50
82	103	17	39	70	48	35	.....	.....	122	59
83	143	9	33	33	57	132	7	.....	183	68
84	182	16	28	45	80	180	32	.....	253	67
85	203	10	20	51	117	225	3	.....	300	70
86	693	96	172	286	287	524	73	.....	883	61
87	376	34	104	142	140	288	14	.....	380	53
88	236	15	48	74	100	241	7	.....	318	66
89	292	24	51	67	127	311	9	.....	387	66
90	135	15	27	59	66	97	.....	.....	150	57
91	297	21	21	69	119	373	.....	.....	453	75
92	234	16	38	63	97	233	.....	.....	289	65
93	215	10	27	90	91	252	17	.....	345	71
94	297	47	75	98	159	229	6	.....	354	58
95	311	33	45	86	96	324	20	.....	420	70
96	877	57	116	245	322	938	74	.....	1,385	79
30,174		2,733	5,278	10,059	13,050	28,777	1,486	469	39,289	.....
1	150,227	29,058	46,492	67,121	72,053	91,513	11,457	3,732	161,313	51
2	31,631	2,147	4,130	10,061	11,350	36,391	285	212	44,404	69
3	30,174	2,733	5,278	10,059	13,050	28,777	1,486	469	39,289	64
4	212,032	33,938	55,900	87,241	96,453	156,681	13,228	4,413	245,006	56
5	211,791	35,907	61,473	97,636	98,510	138,504	10,971	5,581	237,563	54
6	241	.....	.....	.....	.....	18,177	2,257	.....	7,443	2
7	.....	1,969	5,573	10,395	2,057	.....	.....	1,168	.....	.....
8	48	8	12	20	22	35	3	.....	.....	.....

II.—TABLE B.—

Counties. (Including incorporated villages, but not cities or towns.)	Number of pupils in the								
	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Brant	659	442	713	847	721	221	3,603	3,603	3,603
2 Bruce	2,803	1,974	2,384	2,992	2,660	432	12,796	12,994	11,891
3 Carleton	1,675	1,029	1,629	1,511	1,195	198	6,763	6,874	5,982
4 Dufferin	1,088	871	1,048	1,178	964	200	5,184	5,260	4,833
5 Elgin	1,396	1,105	1,456	1,251	1,391	339	6,938	6,938	6,938
6 Essex	2,459	1,706	1,658	1,429	1,076	124	8,259	8,240	7,963
7 Frontenac	1,447	896	1,122	1,202	1,301	108	5,452	5,535	4,809
8 Grey	3,655	2,240	3,259	3,181	2,490	386	14,434	14,820	13,874
9 Haldimand	1,007	756	1,017	1,015	1,127	166	4,990	5,070	4,456
10 Haliburton	524	294	334	334	204	.....	1,577	1,569	1,222
11 Halton	905	636	625	840	793	214	4,013	4,013	4,013
12 Hastings	2,598	1,826	1,725	1,717	1,148	231	8,979	9,076	8,519
13 Huron	2,276	1,660	2,445	2,960	2,861	826	12,639	12,755	12,097
14 Kent	2,311	1,389	1,847	1,656	1,696	425	9,193	9,120	8,872
15 Lambton	2,388	1,848	1,856	1,880	2,106	465	10,003	10,360	9,639
16 Lanark	1,335	827	1,061	927	711	124	4,983	4,985	4,984
17 Leeds and Grenville ..	2,108	1,308	1,971	2,222	2,544	294	9,818	9,989	9,059
18 Lennox and Add'gton	1,020	766	885	1,112	1,113	110	4,959	4,959	4,188
19 Lincoln	976	655	745	880	1,017	78	4,151	4,218	3,857
20 Middlesex	2,109	1,831	2,148	2,465	2,474	564	11,402	11,477	11,468
21 Norfolk	1,503	922	1,450	1,280	1,625	174	6,381	6,594	5,895
22 North'mb'd & Durham	2,540	1,931	2,474	2,819	2,569	402	12,496	12,632	11,560
23 Ontario	1,718	1,177	1,439	1,825	2,140	202	7,998	8,341	7,596
24 Oxford	1,610	1,118	1,413	1,712	1,855	348	7,627	7,910	7,218
25 Peel	1,106	833	819	979	1,071	152	4,620	4,905	4,356
26 Perth	1,342	944	1,322	2,023	1,244	457	6,936	7,175	4,333
27 Peterborough	1,343	950	1,002	1,075	962	117	4,850	5,188	4,448
28 Prescott and Russell ..	1,985	1,026	1,056	950	827	103	5,567	5,753	5,358
29 Prince Edward	571	388	635	691	985	203	3,425	3,412	3,413
30 Renfrew	2,142	1,332	1,569	1,575	1,332	200	7,146	7,697	5,966
31 Simcoe & W. Musk'ka	3,912	2,964	3,351	2,925	2,900	800	16,156	16,387	13,773
32 Stormont, Dundas and Glengarry	3,608	1,887	3,370	2,089	2,156	363	13,077	13,197	12,148
33 Victoria & E. Musk'ka	2,231	1,541	1,928	1,970	1,735	318	9,205	8,255	8,013
34 Waterloo	1,661	1,279	1,609	1,558	1,008	169	7,284	7,284	6,807
35 Welland	1,204	802	976	1,220	1,295	205	5,459	5,481	5,399
36 Wellington	2,047	1,287	1,923	2,187	1,741	530	9,610	9,463	8,742
37 Wentworth	1,055	653	1,015	1,293	1,237	192	5,248	5,231	5,090
38 York	3,002	1,895	2,511	2,670	2,050	247	11,816	12,081	11,487
39 Districts	3,005	1,759	2,045	1,859	1,319	159	9,066	9,474	7,694
Total	72,324	48,747	61,835	64,299	59,643	10,846	304,103	308,315	281,563
Cities.									
1 Belleville	517	251	269	352	258	.....	1,647	1,647	1,647
2 Brantford	540	464	627	585	330	.....	2,546	2,546	2,546
3 Guelph	389	202	258	512	379	96	1,836	1,836	1,836
4 Hamilton	2,266	1,182	1,316	2,184	1,353	403	7,976	8,704	8,704
5 Kingston	699	348	373	654	476	204	2,754	2,754	2,754
6 London	1,555	767	1,278	1,099	1,129	.....	5,828	5,828	5,828
7 Ottawa	1,178	462	596	936	1,153	.....	4,325	4,325	4,325
8 St. Catharines	396	301	179	374	274	.....	1,524	1,524	1,524
9 St. Thomas	663	339	445	478	361	.....	2,286	2,286	2,286
10 Stratford	341	224	255	473	386	.....	1,679	1,679	1,679
11 Toronto	5,526	3,559	6,523	6,198	5,113	1,958	28,877	28,825	28,477
12 Windsor	898	475	403	355	227	.....	2,358	2,358	2,358
Total	14,968	8,574	12,522	14,200	11,439	2,661	63,636	64,312	63,964

The Public Schools.

different branches of Instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	3,603	1,345	2,492	957	1,565	908	1,904	236	213	197	51	29	78
2	8,351	3,216	7,760	2,950	5,474	5,880	3,463	375	391	374	87	51	18
3	4,401	1,726	4,282	1,498	1,727	2,377	2,003	228	193	190	129	45	84
4	3,655	2,374	3,365	1,763	2,188	2,721	3,418	209	231	213	40	36	933
5	6,938	2,143	6,938	1,827	2,777	4,148	3,045	833	368	342	181	112	109
6	5,980	1,458	4,171	1,534	2,364	2,050	2,749	181	87	80	14	30	111
7	3,628	639	3,075	1,575	1,740	1,099	1,927	125	79	93	13	14	77
8	10,042	4,486	8,944	2,994	5,499	7,260	5,965	512	387	339	122	120	460
9	3,546	1,875	3,231	1,462	1,651	1,688	1,914	179	160	146	70	116	10
10	914	278	818	209	277	123	391	8	2	2	8	.....	.....
11	2,783	1,502	2,533	1,236	1,689	2,147	2,400	191	197	195	24	31	95
12	5,178	3,023	5,231	1,451	2,807	4,540	5,154	1,398	216	202	98	68	206
13	9,749	3,721	8,413	3,655	5,550	5,201	4,532	866	771	768	277	261	174
14	6,612	3,475	5,995	3,316	2,861	3,970	3,491	457	382	376	142	135	442
15	7,078	5,269	7,090	2,702	4,164	4,932	6,340	517	446	427	87	84	268
16	3,003	549	2,690	1,064	1,501	1,209	2,394	118	123	121	12	12	.....
17	7,100	754	6,633	3,186	3,767	2,175	2,491	280	289	182	108	96	49
18	3,278	578	2,956	1,255	1,474	1,783	1,555	221	90	87	17	11	4
19	2,927	1,082	2,536	1,117	1,470	1,610	1,571	98	76	69	6	5	42
20	8,602	4,252	8,008	3,194	4,445	6,759	6,577	656	554	542	57	31	294
21	4,810	2,759	4,027	1,962	2,339	2,614	4,082	392	158	142	100	72	197
22	9,291	1,537	7,227	3,106	3,799	3,954	3,147	753	445	354	102	68	240
23	5,299	2,590	4,896	2,435	2,841	2,996	3,373	277	203	195	73	69	83
24	5,643	2,852	5,095	2,511	3,149	3,264	2,731	386	328	309	84	85	122
25	3,045	1,544	2,405	1,432	2,058	1,760	1,850	200	136	136	7	7	69
26	4,292	1,474	4,214	1,684	2,491	1,826	1,265	152	205	189	16	13	23
27	3,678	390	3,041	1,186	1,449	1,549	1,948	108	109	106	30	30	34
28	3,405	1,498	2,934	1,157	1,429	1,597	3,118	475	95	95	15	14	198
29	2,718	767	2,405	1,192	1,354	1,676	1,245	269	195	184	55	68	85
30	4,146	1,156	3,987	1,710	2,227	2,054	1,103	273	162	134	8	9	53
31	10,741	10,460	10,336	4,368	6,316	6,124	11,136	1,119	798	786	223	160	1,697
32	9,280	2,954	8,300	2,705	2,705	3,659	4,835	453	334	325	173	87	306
33	5,586	2,734	5,514	2,326	2,668	2,279	3,162	242	284	287	184	79	150
34	5,037	4,897	4,308	1,128	2,226	2,960	2,960	175	156	137	56	32	108
35	4,093	2,026	3,990	1,693	2,216	2,635	2,255	525	189	174	20	19	235
36	6,370	2,412	5,459	2,182	4,126	4,369	2,651	350	332	322	41	66	182
37	3,711	1,810	3,448	1,571	1,873	1,359	1,174	181	167	158	25	14	24
38	9,107	5,663	8,859	3,404	3,439	4,198	5,853	362	234	243	44	41	245
39	5,527	1,945	4,002	1,931	2,414	1,996	2,794	220	124	117	20	19	157
	213,147	95,213	191,608	78,658	106,109	115,449	124,006	14,581	3,909	9,338	2,819	2,239	7,662
1	877	1,647	863	258	608	616	1,647	.....	.....	.....	.....	.....	.....
2	2,546	2,546	1,642	330	670	2,546	2,546	.....	50	.....	.....	.....	.....
3	1,377	984	1,559	262	693	845	1,644	93	.....	.....	.....	.....	.....
4	5,707	8,684	6,184	1,756	1,768	1,756	8,704	403	326	326	580	.....	.....
5	2,302	2,116	2,208	638	1,015	602	1,845	204	120	120	65	65	.....
6	5,828	5,828	2,281	1,080	2,107	5,774	5,774	200	.....	.....	.....	.....	.....
7	2,089	3,201	2,089	581	1,153	2,089	4,325	.....	.....	.....	.....	.....	.....
8	876	827	1,524	274	481	827	.....	.....	.....	.....	.....	.....	.....
9	1,284	.....	1,284	361	839	1,284	2,286	.....	.....	.....	.....	.....	.....
10	1,476	1,679	1,172	386	586	830	1,679	.....	.....	.....	.....	.....	.....
11	28,049	28,415	27,840	4,329	5,667	16,434	27,689	5,225	1,956	1,956	2,232	856	.....
12	1,068	209	729	227	582	298	252	.....	.....	.....	.....	.....	.....
	53,479	56,136	49,675	10,476	16,169	33,555	59,198	6,125	2,452	2,402	2,877	921	.....

II.—TABLE B.—

Towns.	Reading.						Number of pupils in the		
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Writing.	Arithmetic.	Drawing.
1 Alliston	83	71	68	56	54	60	294	294	381
2 Almonte	58	80	98	99	81	.....	416	416	416
3 Amherstburg	82	69	55	50	35	17	308	308	308
4 Aurora	91	52	122	77	73	.....	415	415	415
5 Aylmer	58	75	121	103	133	.....	490	490	490
6 Barrie	237	161	233	176	203	.....	1,010	1,010	1,010
7 Berlin	410	247	309	305	157	.....	1,428	1,428	1,428
8 Blenheim	57	100	117	57	63	61	455	455	455
9 Bothwell	64	50	31	42	35	14	236	236	236
10 Bowmanville	123	86	155	136	144	.....	644	644	644
11 Bracebridge	304	82	97	94	77	26	637	546	546
12 Brampton	124	98	117	182	77	17	615	615	615
13 Brockville	453	218	335	312	221	.....	1,539	1,539	1,086
14 Carleton Place	271	159	128	191	146	.....	895	895	895
15 Chatham	615	236	382	317	319	.....	1,734	1,734	1,734
16 Clinton	106	106	95	157	119	.....	583	583	583
17 Cobourg	100	113	119	182	143	.....	657	657	657
18 Collingwood	414	207	210	210	289	.....	1,330	1,330	1,330
19 Cornwall	261	92	114	118	140	.....	725	725	725
20 Deseronto	272	193	100	76	113	.....	754	754	754
21 Dresden	128	77	73	75	68	45	466	466	466
22 Dundas	163	99	62	96	94	.....	514	514	514
23 Durham	109	48	74	74	72	72	449	449	449
24 Essex	116	115	62	70	40	.....	403	403	403
25 Forest	85	57	73	67	65	.....	347	347	347
26 Fort William	133	72	101	34	62	15	417	417	391
27 Galt	335	193	284	396	292	27	1,527	1,527	1,389
28 Gananoque	206	115	153	147	128	.....	749	749	749
29 Goderich	166	63	212	175	154	.....	770	770	770
30 Gore Bay	64	28	36	33	22	34	217	217	217
31 Gravenhurst	213	86	109	79	78	.....	565	565	565
32 Harriston	85	53	77	116	124	.....	455	455	455
33 Ingersoll	137	88	196	153	123	.....	697	697	697
34 Kincardine	133	90	128	240	119	.....	710	710	710
35 Leamington	134	91	65	116	46	.....	452	452	452
36 Lindsay	208	84	232	302	222	.....	1,048	1,048	1,048
37 Listowel	164	64	117	144	77	.....	566	566	338
38 Little Current	64	61	44	32	19	6	226	226	226
39 Mattawa	26	16	30	28	5	14	119	119	77
40 Meaford	111	63	98	89	64	.....	425	425	425
41 Midland	184	91	93	130	73	13	584	584	584
42 Milton	135	56	57	47	43	61	398	398	398
43 Mitchell	105	84	66	84	146	.....	485	485	485
44 Mount Forest	106	72	133	142	138	.....	591	591	550
45 Napanee	110	115	131	195	163	.....	714	714	714
46 Newmarket	86	61	109	83	73	.....	412	412	412
47 Niagara	72	21	45	99	36	.....	273	216	273
48 Niagara Falls	107	66	122	145	187	.....	627	627	454
49 North Bay	180	38	25	40	44	25	352	352	352
50 North Toronto	148	89	98	82	59	14	490	490	490
51 Oakville	103	68	61	42	56	.....	330	330	330
52 Orangeville	143	111	138	116	95	.....	603	603	603
53 Orillia	249	224	308	198	224	.....	1,203	1,203	1,203
54 Oshawa	162	96	177	239	136	.....	810	810	810
55 Owen Sound	202	260	288	288	364	.....	1,402	1,402	1,402
56 Palmerston	134	75	77	77	104	24	491	491	491
57 Parkhill	75	54	82	46	63	.....	320	320	320
58 Paris	115	133	109	134	98	.....	589	589	589

The Public Schools.

different branches of instruction.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	240	147	263	172	263	119	236	34	35	35	16	16
2	316	.....	232	81	128	81	281	.....	.....	.....	.....	.....
3	213	.....	157	52	99	52	108	17	17	17	17	17
4	415	342	415	73	150	230	342	73	.....	.....	.....	.....
5	432	115	490	82	148	148	282	.....	.....	.....	.....	.....
6	711	748	689	329	276	748	748	470	.....	.....	.....	.....
7	771	771	462	157	462	462	.....	.....	.....	.....	.....	.....
8	348	455	348	124	181	348	455	61	61	61	22	22
9	122	128	155	49	49	90	.....	14	14	14	1	1
10	446	438	397	144	280	586	586	.....	.....	.....	.....	.....
11	190	.....	278	64	64	143	179	26	26	26	26	.....
12	467	615	393	160	276	276	615	17	17	17	.....	.....
13	868	.....	868	221	533	221	453	.....	.....	.....	.....	.....
14	537	.....	405	146	167	62	685	.....	.....	.....	.....	.....
15	1,734	1,734	1,462	104	636	1,018	1,734	60	.....	.....	.....	.....
16	477	583	477	119	276	119	583	.....	.....	.....	.....	.....
17	657	71	444	143	228	143	.....	.....	.....	.....	.....	.....
18	890	300	577	499	499	756	1,330	.....	.....	.....	.....	.....
19	725	725	725	192	192	434	725	.....	.....	.....	.....	.....
20	482	754	482	113	189	289	754	.....	.....	.....	.....	.....
21	321	381	321	132	132	85	.....	45	45	45	45	45
22	262	514	262	60	115	32	114	.....	.....	.....	.....	.....
23	282	74	282	119	218	292	449	72	72	51	57	57
24	287	403	172	40	170	81	403	.....	.....	.....	.....	.....
25	205	280	320	65	132	171	347	.....	.....	.....	.....	.....
26	221	215	193	77	103	77	337	14	15	13	.....	.....
27	1,094	285	835	314	712	1,152	361	16	25	25	.....	.....
28	487	749	431	128	239	421	300	.....	.....	.....	.....	.....
29	633	170	516	197	197	112	170	.....	.....	.....	.....	.....
30	89	92	89	56	56	22	.....	32	34	34	30	30
31	266	185	336	78	157	78	119	.....	.....	.....	.....	.....
32	455	455	455	71	455	455	455	71	8	8	.....	8
33	697	697	528	123	123	697	697	.....	.....	.....	.....	.....
34	710	.....	555	140	242	555	198	42	.....	.....	.....	.....
35	452	452	394	46	162	452	205	.....	4	4	.....	.....
36	718	139	840	222	524	222	1,048	.....	.....	.....	.....	.....
37	338	.....	338	77	147	338	.....	.....	.....	.....	.....	.....
38	101	.....	101	25	57	19	.....	6	6	6	.....	.....
39	77	.....	77	19	47	119	.....	14	14	14	.....	.....
40	425	425	425	64	208	425	425	.....	.....	.....	.....	.....
41	342	.....	400	86	153	216	172	16	13	13	.....	.....
42	263	328	207	103	150	263	398	60	60	60	60	60
43	380	171	380	146	230	296	.....	.....	.....	.....	.....	.....
44	413	550	280	207	207	591	550	.....	.....	.....	.....	.....
45	458	461	302	163	87	261	396	87	.....	.....	.....	.....
46	265	353	265	73	132	200	347	.....	.....	.....	.....	.....
47	180	196	180	36	77	180	103	.....	.....	.....	.....	.....
48	454	.....	322	109	256	187	.....	.....	.....	.....	.....	.....
49	352	149	352	69	109	134	69	25	25	25	.....	.....
50	342	388	490	71	155	260	490	14	14	14	.....	.....
51	203	171	159	56	98	56	171	.....	.....	.....	.....	.....
52	398	416	603	95	211	349	603	.....	.....	.....	.....	.....
53	804	537	692	422	422	494	122	.....	.....	.....	.....	.....
54	498	.....	498	136	302	302	.....	.....	.....	.....	.....	.....
55	940	1,402	940	473	652	940	1,402	.....	.....	.....	.....	.....
56	357	.....	357	128	205	491	.....	24	24	24	20	10
57	320	117	245	63	109	63	320	.....	.....	.....	.....	.....
58	341	589	232	98	156	98	98	.....	.....	.....	.....	.....

II.—TABLE B.—

Towns.	Number of pupils in the								
	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
59 Parry Sound	231	78	60	114	89	57	629	629	618
60 Pembroke	148	101	101	133	155	.....	638	638	638
61 Penetanguishene	149	59	50	32	15	16	321	321	321
62 Perth	117	60	129	115	114	.....	535	535	535
63 Peterborough	463	322	311	248	312	.....	1,656	1,656	1,656
64 Petrolea	360	152	189	244	175	.....	1,120	1,120	1,120
65 Picton	153	86	133	146	129	.....	647	647	647
66 Port Arthur	214	47	60	49	77	.....	447	447	447
67 Port Hope	252	158	230	183	176	.....	999	999	747
68 Prescott	82	60	57	59	104	.....	362	362	362
69 Rat Portage	177	84	91	91	41	18	502	502	502
70 Renfrew	94	64	86	116	63	.....	423	423	423
71 Ridgetown	90	52	122	127	143	.....	534	534	534
72 Sandwich	90	48	81	55	32	.....	306	306	306
73 Sarnia	287	259	225	200	277	8	1,256	1,256	1,256
74 Sault Ste. Marie	160	85	99	82	41	53	520	520	520
75 Seaforth	79	56	72	145	104	92	548	548	548
76 Simcoe	87	85	122	117	137	.....	548	548	548
77 Smith's Falls	304	85	159	177	130	.....	855	855	855
78 Stayner	113	43	91	53	29	44	373	373	373
79 St. Mary's	175	119	163	212	208	.....	877	877	796
80 Strathroy	127	95	101	130	158	.....	611	611	611
81 Sudbury	57	28	21	16	17	7	146	146	146
82 Thessalon	59	41	28	47	25	9	209	209	209
83 Thornbury	40	42	42	50	59	38	271	271	271
84 Thorold	76	78	68	77	82	.....	381	381	381
85 Tilsonburg	77	73	57	99	120	.....	426	426	426
86 Toronto Junction	450	252	262	288	186	.....	1,409	1,438	1,298
87 Trenton	268	133	135	112	74	.....	722	722	722
88 Uxbridge	104	115	95	102	69	.....	485	485	485
89 Walkerton	158	58	114	130	129	.....	589	589	589
90 Walkerville	85	57	54	41	27	.....	264	264	264
91 Waterloo	73	119	149	134	123	.....	603	603	603
92 Welland	107	95	80	98	67	.....	447	447	447
93 Whitby	111	47	82	114	133	.....	487	487	487
94 Warton	206	93	116	105	94	.....	614	614	614
95 Wingham	115	113	95	137	82	62	604	604	604
96 Woodstock	458	303	368	363	260	.....	1,752	1,752	1,752
Total	15,775	9,617	11,849	12,334	10,859	949	61,077	60,828	55,069
Totals.									
1 Counties, etc.	72,324	48,747	61,835	64,299	59,643	10,846	304,103	308,315	281,563
2 Cities	14,968	8,574	12,522	14,200	11,439	2,661	63,636	64,312	63,964
3 Towns	15,775	9,617	11,849	12,334	10,859	949	61,077	60,828	55,069
4 Grand total, 1894	103,067	66,938	86,206	90,833	81,941	14,456	428,816	433,455	400,596
5 " 1893	103,849	66,979	85,716	91,280	81,998	13,179	426,350	430,214	400,284
6 Increase .....	.....	.....	490	.....	.....	1,277	2,466	3,241	312
7 Decrease	782	41	.....	447	57	.....	.....	.....	.....
8 Percentage	23	15	20	20	19	3	96	98	90

The Public Schools.

different branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
59	339	619	309	140	309	412	629	51	51	51	13	20	.....
60	490	638	389	155	288	288	638	.....	50	50	.....	.....	.....
61	113	321	63	41	63	31	.....	.....	31	16	16	.....	.....
62	358	.....	299	114	168	114	535	.....	.....	.....	.....	.....	.....
63	871	1,656	560	312	439	871	395	.....	.....	.....	.....	.....	.....
64	584	994	948	196	419	568	1,120	.....	.....	.....	.....	.....	.....
65	485	535	408	129	275	352	359	.....	.....	.....	.....	.....	.....
66	270	.....	211	105	126	105	48	.....	.....	.....	.....	.....	.....
67	673	625	475	176	265	359	306	.....	.....	.....	.....	.....	.....
68	280	.....	220	104	104	163	.....	.....	.....	.....	.....	.....	.....
69	241	316	150	59	150	502	416	18	18	18	18	18	18
70	305	246	246	63	179	246	294	.....	.....	.....	.....	.....	.....
71	534	264	392	143	205	205	391	.....	.....	.....	.....	.....	.....
72	199	153	138	32	47	20	.....	.....	.....	.....	.....	.....	.....
73	1,007	1,041	946	399	485	909	1,041	49	8	8	.....	.....	.....
74	275	.....	275	127	136	72	.....	53	53	52	.....	.....	.....
75	469	189	548	148	59	92	282	59	92	92	.....	.....	.....
76	461	.....	254	77	194	254	548	.....	.....	.....	.....	.....	.....
77	855	652	855	130	214	804	855	.....	.....	.....	.....	.....	.....
78	373	91	167	126	126	78	146	44	44	44	7	7	.....
79	796	309	658	208	445	114	310	.....	.....	.....	.....	.....	.....
80	389	611	389	77	288	611	611	.....	.....	.....	.....	.....	.....
81	61	.....	61	24	40	24	.....	7	7	7	.....	.....	.....
82	81	209	109	34	81	81	.....	9	9	9	.....	.....	.....
83	271	119	211	142	142	271	154	38	38	38	38	38	.....
84	330	127	366	82	182	227	65	40	.....	.....	.....	.....	.....
85	367	426	426	174	174	219	426	.....	.....	.....	.....	.....	.....
86	992	1,112	992	206	438	418	1,249	.....	.....	.....	.....	.....	.....
87	454	.....	454	74	186	186	722	.....	.....	.....	.....	.....	.....
88	485	485	266	171	69	266	485	36	.....	.....	.....	.....	.....
89	431	404	431	129	259	231	589	.....	.....	.....	.....	.....	.....
90	144	120	179	38	68	144	171	.....	.....	.....	.....	.....	.....
91	471	125	428	68	203	68	371	.....	.....	.....	.....	.....	.....
92	301	67	259	115	165	165	67	.....	.....	.....	.....	.....	.....
93	442	404	399	171	239	194	404	.....	.....	.....	.....	.....	.....
94	408	420	315	94	199	199	.....	.....	.....	.....	.....	.....	.....
95	374	374	374	144	279	144	.....	62	62	62	40	40	.....
96	1,294	.....	999	260	623	991	1,752	.....	.....	.....	.....	.....	.....
	44,441	31,022	39,162	12,598	21,334	28,509	36,344	1,776	992	953	426	389	18
1	213,147	95,213	191,608	78,658	106,109	115,449	124,006	14,581	9,909	9,338	2,819	2,239	7,662
2	53,479	56,136	49,675	10,476	16,169	33,555	59,198	6,125	2,452	2,402	2,877	921	.....
3	44,441	31,022	39,162	12,598	21,334	28,509	36,344	1,776	992	953	426	389	18
4	311,067	182,371	280,445	101,732	143,612	177,513	219,548	22,482	13,353	12,693	6,122	3,549	7,680
5	309,691	182,693	276,784	97,770	142,374	161,633	217,131	20,851	11,043	10,081	5,265	4,071	12,650
6	1,376	.....	3,661	3,962	1,238	15,880	2,417	1,631	2,310	2,612	857	.....	.....
7	.....	322	.....	.....	.....	.....	.....	.....	.....	.....	.....	522	4,970
8	70	41	63	23	32	40	49	5	3	3	1	1	2

III.—TABLE C.—The

Counties. (Including incorporated villages, but not cities or towns.)	Public School					
	Total number.			Annual salaries.		
	Public school teachers.	Male.	Female.	Highest salary paid.	Average salary male teacher.	Average salary female teacher.
				\$	\$	\$
1 Brant	71	29	42	625	426	323
2 Bruce	210	99	111	650	368	267
3 Carleton	130	53	77	600	361	284
4 Dufferin	92	28	64	700	348	274
5 Elgin	128	55	73	525	388	308
6 Essex	129	64	65	575	403	309
7 Frontenac	146	30	116	550	298	226
8 Grey	241	107	134	550	355	280
9 Haldimand	101	36	65	650	390	282
10 Haliburton	56	7	49	500	287	225
11 Halton	77	32	45	675	409	300
12 Hastings	194	64	130	650	372	270
13 Huron	214	118	96	600	400	283
14 Kent	147	66	81	650	391	319
15 Lambton	193	68	125	600	377	304
16 Lanark	131	27	104	600	319	220
17 Leeds and Grenville	254	68	186	725	322	241
18 Lennox and Addington	123	31	92	600	321	238
19 Lincoln	80	34	46	600	402	297
20 Middlesex	210	90	120	700	391	307
21 Norfolk	117	45	72	600	379	378
22 Northumberland and Durham	244	107	137	600	366	282
23 Ontario	138	70	68	800	395	292
24 Oxford	130	82	48	600	435	300
25 Peel	90	37	53	600	385	312
26 Perth	115	73	42	600	397	293
27 Peterborough	105	35	70	650	310	264
28 Prescott and Russell	120	33	87	1,100	343	244
29 Prince Edward	82	36	46	525	340	275
30 Renfrew	147	31	116	800	314	227
31 Simcoe and West Muskoka	271	133	138	750	364	272
32 Stormont, Dundas and Glengarry	262	97	165	750	338	249
33 Victoria and East Muskoka	200	62	138	600	351	242
34 Waterloo	127	67	60	700	445	284
35 Welland	102	34	68	800	404	287
36 Wellington	161	82	79	600	404	288
37 Wentworth	92	50	42	525	412	284
38 York	192	90	102	800	420	310
39 Districts	231	82	149	600	310	242
Total	5,853	2,352	3,501	800	376	269

Public Schools.

Teachers.

Certificates.								No. of teachers who have attended Normal Schools.
Total number of certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County B. ard.	2nd Class County Board.	3rd Class.	Temporary certificates.	Other certificates.	
1	71	1	38		32			39
2	210	2	43	1	147	17		45
3	130	4	27		90	9		32
4	92		13	1	78			13
5	128	1	45		82			46
6	129	2	35		79	13		32
7	146		17	1	128			15
8	241	2	76	2	155	2		58
9	101	2	34		64			35
10	56		3		49	4		3
11	77		22	1	54			20
12	194	1	45		141	7		44
13	214	1	82		131			82
14	147	1	40	2	102	2		43
15	193		68	1	124			65
16	131		15	2	97	17		14
17	254	3	39		206	6		40
18	123	2	16	4	98			16
19	80	6	33		41			34
20	210		100		110			95
21	117		35	2	74	1		35
22	244	1	86	2	148	2		80
23	138	7	53		77	1		47
24	130		61	2	67			58
25	90	1	36		53			37
26	115		46		69			46
27	105		23		72	10		24
28	120	2	20		92	6		21
29	82	1	12	2	63	4		13
30	147	1	8	2	136			8
31	271	4	57		205	5		50
32	262	1	48	3	194	15		46
33	200	1	33		159	7		33
34	127	2	60		63	2		61
35	102		31	10	58	3		33
36	161	1	68	2	90			65
37	92		40	4	48			38
38	192	1	90	3	96			82
39	231	3	33		183	12		17
5,853	53	1,631	46	23	3,955	145	.....	1,565

III.—TABLE C.—The

Totals.	Public School					
	Total number.			Annual salaries.		
	Public school teachers.	Male.	Female.	Highest salary paid.	Average salary male teacher.	Average salary female teacher.
				\$	\$	\$
1 Counties, etc	5,653	2,352	3,501	800	376	269
2 Cities	1,303	136	1,167	1,500	876	415
3 Towns	954	174	780	1,000	632	303
4 Grand total, 1894.....	8,110	2,662	5,448	1,500	421	300
5 " 1893.....	7,963	2,647	5,316	1,500	423	300
6 Increase.....	147	15	132			
7 Decrease					2	
8 Percentage		33	67			

Public Schools.

Teachers.

Certificates.								No. of teachers who have attended Normal Schools.
Total number of certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board.	2nd Class County Board.	3rd Class.	Temporary certificates.	Other certificates.	
1 5,853	53	1,631	46	23	3,955	145	.....	1,565
2 1,303	133	844	13	8	44	.....	261	964
3 954	65	628	22	11	221	.....	7	639
4 8,110	251	3,103	81	42	4,220	145	268	3,168
5 7,963	255	3,001	99	59	4,141	198	210	3,080
6 147	.....	102	.....	.....	79	.....	58	88
7	4	.....	18	17	.....	53	.....	.....
8	3	38	1	$\frac{1}{2}$	52	2	3 $\frac{1}{2}$	39

IV.—TABLE D.—The

Totals.	Total number of schools.			School houses.					School		
	Number of school sections.	Number of schools open.	Number of schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Inspectors.	Trustees.	Clergymen.
1 Counties, etc	5,287	5,277	10	1,956	518	2,398	453	5,325	10,890	11,398	3,886
2 Cities	161	161	.....	135	17	9	.....	161	2,537	1,649	289
3 Towns	211	211	.....	152	23	36	.....	211	1,722	2,026	534
4 Grand total, 1894.....	5,659	5,649	10	2,242	558	2,443	453	5,697	15,149	15,073	4,709
5 " 1893.....	5,653	5,641	12	2,226	548	2,427	490	5,691	15,542	15,626	5,640
6 Increase..	6	8	.....	17	10	16	.....	6	.....	.....	.....
7 Decrease .....	.....	.....	2	.....	.....	.....	37	.....	393	553	931
8 Percentage .....	.....	.....	.....	39	10	43	8	.....	19	17	6

Public Schools.

visits.		Maps, examinations, prizes.			Lectures.			Time open.	Trees.	Prayers.			
Other persons.	Total.	Total number of maps.	Number of examinations.	Number of schools distributing prizes.	Inspectors.	Other persons.	Total.	Average number of legal teaching days open.	Number of trees planted on Arbor Day.	Number of schools using authorized Scripture Readings.	Number of Schools opened and closed with prayer.	Number using Bible.	Number imparting religious instruction, Reg. 81 (7).
1 35,642	61,816	41,034	2,997	563	222	329	551	209	13,677	2,966	4,895	2,119	701
2 7,503	11,978	6,144	20	91	8	4	12	205	27	76	161	142	3
3 3,287	7,569	2,347	154	25	36	33	69	205	540	147	211	128	29
4 46,432	81,363	49,525	3,171	679	266	366	632	208	14,244	3,189	5,267	2,489	743
5 49,524	86,332	49,201	3,899	753	261	282	543	208	14,103	3,137	5,206	2,081	369
6 .....	.....	324	.....	.....	5	84	89	.....	141	52	61	408	374
7 3,092	4,969	.....	728	79	.....	.....	.....	.....	.....	.....	.....	.....	.....
8 58	.....	.....	.....	12	43	57	.....	.....	.....	57	93	44	13

Counties. (Including incorporated villages, but not cities or towns.)		Receipts.									
		Teachers' salaries (legislative grant).		Municipal grants and assessments.		Clergy Reserve Fund, balances and other sources.		Total receipts for all Public School purposes.		Teachers' salaries.	
		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1	Brant	1,830	00	25,808	67	25,320	34	52,959	01	25,525	78
2	Bruce	5,825	00	74,834	05	27,169	71	107,828	76	64,654	52
3	Carleton	3,749	00	45,113	29	11,052	32	59,914	61	39,938	65
4	Dufferin	2,945	00	29,710	86	9,382	15	42,038	01	26,538	63
5	Elgin	3,383	00	49,218	14	22,556	24	75,157	38	43,602	89
6	Essex	4,101	00	51,693	68	21,552	75	77,347	43	46,494	55
7	Frontenac	4,015	00	32,099	48	14,259	77	50,374	25	31,561	99
8	Grey	6,553	00	85,395	67	26,480	79	118,429	46	76,380	32
9	Haldimand	2,934	00	36,439	13	15,139	95	54,513	08	31,643	18
10	Haliburton	3,285	00	8,926	24	3,626	82	15,838	06	10,164	34
11	Halton	2,145	00	23,937	40	12,613	92	38,696	32	26,241	69
12	Hastings	6,131	00	55,209	20	25,628	23	86,968	43	54,656	77
13	Huron	6,074	00	79,188	46	33,973	34	119,235	80	73,605	85
14	Kent	4,327	00	55,384	43	34,403	09	94,114	52	50,081	05
15	Lambton	4,984	00	69,622	59	39,814	40	114,420	99	64,419	52
16	Lanark	3,325	00	32,557	56	10,217	64	46,100	20	29,624	39
17	Leeds and Grenville	5,526	00	66,859	89	25,768	00	98,153	89	65,624	10
18	Lennox and Addington	3,204	00	33,690	53	13,241	10	50,035	63	31,428	32
19	Lincoln	2,371	00	31,399	55	15,443	30	49,213	85	27,051	78
20	Middlesex	6,178	00	78,554	31	34,869	80	119,602	11	70,870	13
21	Norfolk	3,003	00	41,521	73	27,406	12	71,930	85	37,303	91
22	Northumberland and Durham	6,781	00	91,043	35	28,454	64	126,278	99	77,302	85
23	Ontario	4,445	00	51,466	92	22,271	91	78,183	83	48,460	71
24	Oxford	3,733	00	56,775	22	35,949	67	96,457	89	49,909	55
25	Peel	2,330	00	36,950	59	16,489	59	55,770	18	30,109	58
26	Perth	3,642	00	45,862	19	16,291	20	65,795	39	41,063	80
27	Peterborough	4,030	00	34,277	82	14,466	72	52,774	54	29,803	22
28	Prescott and Russell	3,541	00	30,862	22	11,943	56	46,346	78	30,838	31
29	Prince Edward	1,697	00	26,010	32	7,540	88	35,248	20	25,093	48
30	Renfrew	6,398	00	53,293	15	16,169	01	57,860	16	35,484	62
31	Simcoe and West Muskoka	7,586	00	102,899	02	24,562	96	135,047	98	85,773	00
32	Stormont, Dundas and Glengarry	6,581	00	74,485	15	21,852	45	102,918	60	71,472	39
33	Victoria and East Muskoka	4,384	00	54,570	60	18,509	55	77,464	15	53,950	35
34	Waterloo	3,511	25	50,399	45	37,324	87	91,235	57	46,759	16
35	Welland	2,622	00	37,902	98	20,735	72	61,260	70	32,567	66
36	Wellington	4,895	00	60,488	77	22,459	17	87,842	94	54,477	54
37	Wentworth	2,868	00	32,506	73	18,321	17	53,695	90	32,223	45
38	York	6,270	00	72,460	35	65,967	19	144,697	54	70,388	99
39	Districts	31,666	75	58,837	90	20,189	46	110,694	11	57,561	03
Total		192,869	00	1,960,157	59	869,419	50	3,022,446	09	1,800,642	05
Cities.											
1	Belleville	1,047	00	12,657	14	499	15	14,203	29	9,501	96
2	Brantford	1,960	50	20,800	00	8,623	91	31,384	41	17,001	81
3	Guelph	1,101	00	15,505	00	1,325	51	17,931	51	11,792	76
4	Hamilton	5,781	75	98,719	17	55,794	15	160,295	07	73,316	03
5	Kingston	2,079	50	25,000	00	1,387	32	28,466	82	19,996	24
6	London	4,001	50	53,173	43	8,187	40	65,362	33	43,145	70
7	Ottawa	2,826	25	54,287	00	11,154	63	68,267	88	35,978	67
8	St. Catharines	923	00	12,129	24	975	42	14,027	66	10,267	99
9	St. Thomas	1,375	00	20,200	00	2,334	13	23,909	13	11,780	00
10	Stratford	1,246	50	11,500	00	1,991	83	14,738	33	9,511	05
11	Toronto	20,400	25	406,709	00	21,970	85	449,080	10	312,881	00
12	Windsor	1,522	00	48,360	23	593	01	50,475	24	15,796	62
Total		44,264	25	779,040	21	114,837	31	938,141	77	570,969	83

Public Schools.

Expenditure.

	Sites and building school houses.		Maps, apparatus, prizes and librar- ies.		Rent and repairs, fuel and other expenses.		Total expenditure for all Public School purposes.		Balances.		Estimated value of school sites and buildings.		Estimated value of furniture and equipment.	
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1	7,936	68	823	12	6,997	61	41,283	19	11,675	82	113,790	00	12,548	00
2	3,753	61	549	24	17,957	72	86,915	09	20,913	67	178,580	00	23,420	00
3	3,815	09	855	95	8,919	89	53,529	58	6,385	03	113,250	00	14,664	00
4	2,700	61	1,097	29	5,668	71	36,005	24	6,032	77	73,250	00	13,285	00
5	2,932	95	1,287	88	11,842	66	59,666	38	15,491	00	132,700	00	14,750	00
6	3,792	12	650	22	10,404	17	61,341	06	006	37	182,200	00	15,764	00
7	1,891	87	418	90	6,620	69	40,483	45	9,890	80	75,994	00	13,253	00
8	7,506	14	1,011	14	17,330	72	102,228	32	16,201	14	187,290	00	27,262	00
9	4,400	01	741	65	7,094	31	43,879	15	10,633	93	124,217	00	15,175	00
10	768	54	39	83	2,070	89	13,043	60	2,794	46	17,300	00	2,420	00
11	391	53	508	28	5,787	58	32,929	08	5,767	24	101,300	00	12,730	00
12	5,548	70	892	55	9,838	11	70,936	13	16,032	30	116,965	00	18,556	00
13	8,660	21	1,067	51	15,979	25	99,312	82	19,922	98	168,900	00	23,217	00
14	2,185	10	1,063	60	14,916	73	68,246	48	25,868	04	246,190	00	23,705	00
15	15,048	94	396	57	14,238	76	94,103	79	20,317	20	175,408	00	22,971	00
16	1,086	71	210	40	5,609	07	36,530	57	9,569	63	74,500	00	11,805	00
17	4,232	24	518	26	14,150	47	84,525	07	13,628	82	194,080	00	21,150	00
18	2,079	14	112	45	8,359	40	41,979	31	8,056	32	78,700	00	7,215	00
19	2,432	17	250	91	7,416	57	37,151	43	12,062	42	86,250	00	12,815	00
20	5,625	63	872	60	17,254	01	94,622	37	24,979	74	233,282	00	26,437	00
21	3,408	40	1,217	05	9,272	96	51,202	32	20,728	53	118,350	00	13,570	00
22	5,581	81	983	31	21,685	91	105,553	88	20,725	11	220,927	00	28,373	00
23	1,690	61	1,158	27	13,577	26	64,886	85	13,296	98	116,285	00	14,390	00
24	8,160	43	1,172	14	11,306	91	70,549	03	25,908	86	165,850	00	17,685	00
25	6,458	70	820	01	8,439	61	45,827	90	9,942	28	166,500	00	12,230	00
26	3,387	04	392	53	8,807	15	53,650	52	12,144	87	132,710	00	14,675	00
27	2,537	14	246	26	13,413	96	46,000	58	6,773	96	71,910	00	9,910	00
28	814	03	256	60	5,398	73	37,307	67	9,039	11	78,775	00	9,325	00
29	232	88	325	12	4,378	37	30,029	85	5,218	35	56,100	00	7,185	00
30	6,040	68	620	54	8,378	16	50,524	00	7,336	16	51,630	00	7,720	00
31	9,660	73	1,379	84	15,802	65	112,616	22	22,431	76	227,170	00	32,547	00
32	7,252	76	565	20	14,475	45	93,765	80	9,152	80	173,963	00	22,920	00
33	4,802	48	841	17	11,556	12	71,150	12	6,314	03	128,018	00	17,522	00
34	4,453	65	391	76	10,843	13	62,447	70	28,787	87	167,705	00	20,245	00
35	5,399	10	986	26	8,560	09	47,513	11	13,747	59	124,825	00	15,645	00
36	4,815	00	559	12	11,250	25	71,101	91	16,741	03	167,590	00	24,235	00
37	1,006	78	367	21	7,629	07	41,226	51	12,469	39	117,600	00	12,525	00
38	18,303	79	1,314	18	21,073	99	111,080	95	33,616	59	330,490	00	28,540	00
39	11,891	75	1,148	16	13,938	41	84,539	35	26,154	76	81,219	00	8,155	00
	192,685	75	28,113	08	423,245	50	2,449,686	38	572,759	71	5,311,763	00	650,839	00
1					3,560	77	13,062	73	1,140	56	29,125	00	3,700	00
2	842	00	1,890	07	11,229	41	30,963	29	421	12	93,550	00	7,050	00
3			104	86	6,033	89	17,931	51			85,000	00	4,750	00
4	33,070	45	6,393	88	47,470	09	160,250	45	44	62	420,000	00	20,000	00
5	2	70	546	02	7,222	23	27,767	19	699	63	87,500	00	5,700	00
6	3,035	61			19,181	02	65,362	33			249,000	00	30,000	00
7	181	00	1,811	94	23,773	49	61,745	10	6,522	78	172,000	00	12,200	00
8					3,545	91	13,813	90	213	76	36,000	00	3,000	00
9			20	00	6,422	15	18,222	15	5,686	98	42,000	00	4,800	00
10	310	62	1,283	05	3,342	07	14,446	79	291	54	45,000	00	5,000	00
11	51,087	50	277	05	70,123	00	434,368	55	14,711	55	1,430,000	00	58,000	00
12	16,954	96	768	95	9,001	47	42,522	00	7,953	24	110,000	00	5,500	00
	105,484	84	13,095	82	210,905	50	900,455	99	37,685	78	2,799,175	00	159,650	00

V.—TABLE E.—The

Towns.	Receipts.									
	Teachers' salaries (legislative grant).		Municipal grants and assessments.		Clergy Reserve Fund, balances and other sources.		Total receipts for all Public School purposes.		Teachers' salaries.	
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1 Alliston	220	00	2,290	74	150	70	2,661	44	1,925	75
2 Almonte	294	00	4,000	00	850	20	5,144	20	3,413	32
3 Amherstburg	134	00	1,710	00	925	42	2,769	42	1,908	02
4 Aurora	231	00	2,100	00	2,202	97	4,533	97	1,924	98
5 Aylmer	310	00	4,326	28	1,090	77	5,727	05	3,258	00
6 Barrie	662	00	7,950	00	183	64	8,795	64	6,558	83
7 Berlin	887	00	14,855	81	447	88	16,190	69	8,157	91
8 Blenheim	199	00	3,448	48	167	61	3,815	09	2,693	10
9 Bothwell	96	00	96	00	2,052	28	2,244	28	1,362	25
10 Bowmanville	392	00	5,450	00	75	14	5,917	14	4,798	74
11 Bracebridge	292	00	2,000	68	2,959	98	5,252	66	2,218	16
12 Brampton	541	00	4,200	00	1,196	22	5,937	22	4,237	81
13 Brockville	833	00	12,450	00	163	63	13,446	63	9,211	93
14 Carleton Place	537	00	5,000	00	4,337	53	9,874	53	4,118	16
15 Chatham	1,124	75	12,000	00	3,153	38	16,278	13	10,602	65
16 Clinton	454	00	3,100	00	738	17	4,292	17	3,049	13
17 Cobourg	620	00	5,259	05	239	60	6,118	65	4,025	50
18 Collingwood	797	00	8,450	00	1,989	00	11,236	00	6,149	01
19 Cornwall	531	00	4,852	14	960	21	6,343	35	4,140	75
20 Deseronto	407	00	4,500	70	987	01	5,894	71	3,592	85
21 Dresden	243	00	3 057	00	3,222	51	6,522	51	2,700	86
22 Dundas	322	00	4,194	00	4,219	36	8,735	36	3,510	05
23 Durham	304	00	2,020	00	524	28	2,848	28	2,310	21
24 Essex	215	00	3,056	75	171	36	3,443	11	1,908	26
25 Forest	350	00	2,400	00	596	56	3,346	56	2,545	00
26 Fort William	200	00	31,204	80	.....	.....	31,404	80	3,358	66
27 Galt	1,028	50	11,505	00	10,900	14	23,433	64	9,117	64
28 Gananoque	606	00	4,191	34	431	59	5,223	93	4,190	00
29 Goderich	557	00	4,611	89	635	00	5,803	89	4,250	00
30 Gore Bay	359	00	937	16	866	17	2,162	33	1,420	00
31 Gravenhurst	236	00	3,100	00	397	46	3,793	46	2,317	25
32 Harriston	205	00	2,595	00	67	66	2,867	66	2,110	00
33 Ingersoll	625	50	6,615	16	477	51	7,718	17	5,643	01
34 Kincardine	509	00	3,797	55	730	44	5,036	99	3,419	25
35 Leamington	238	00	2,538	00	654	81	3,430	81	2,180	00
36 Lindsay	747	00	.....	.....	13,356	90	14,103	90	7,707	61
37 Listowel	317	00	3,383	00	5	20	3,705	20	2,831	00
38 Little Current	120	00	1,141	00	1,040	90	2,301	90	900	00
39 Mattawa	200	00	1,028	00	351	65	1,579	65	1,150	00
40 Meaford	370	00	2,826	00	265	66	3,460	66	2,606	00
41 Midland	250	00	3,104	23	533	95	3,888	19	2,860	24
42 Milton	335	00	1,805	00	4,551	53	6,691	53	2,456	25
43 Mitchell	421	00	2,729	00	356	25	3,506	25	2,705	00
44 Mount Forest	455	00	3,068	00	607	09	4,130	09	3,000	00
45 Napanee	538	00	6,090	00	105	08	6,733	08	3,957	95
46 Newmarket	372	00	3,450	00	1,610	42	5,432	42	2,643	00
47 Niagara	154	00	1,443	83	45	59	1,643	42	1,287	80
48 Niagara Falls	318	25	5,000	00	467	32	5,785	57	4,485	25
49 North Bay	395	00	2,855	05	928	80	4,178	85	1,887	17
50 North Toronto	205	00	4,400	00	571	23	5,176	23	3,668	49
51 Oakville	197	00	2,015	47	942	46	3,154	93	1,730	00
52 Orangeville	606	00	4,200	00	378	26	5,184	26	3,883	07
53 Orillia	486	00	7,250	00	890	04	8,626	04	6,172	23
54 Oshawa	459	00	5,430	00	451	74	6,340	74	4,520	46
55 Owen Sound	1,046	00	9,800	00	525	95	11,371	95	8,918	50
56 Palmerston	208	00	7,400	60	355	00	7,963	60	1,955	00
57 Parkhill	170	00	2,461	00	715	78	3,346	78	2,225	52
58 Paris	337	00	3,944	68	2,716	51	6,998	19	3,262	41
59 Parry Sound	474	00	3,244	62	7,615	72	11,334	34	3,229	96

Public Schools.

Expenditure.

	Sites and building school houses.	Maps, apparatus, prizes and librari- es.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.	Estimated value of School sites and buildings.	Estimated value of furniture and equipment.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	37 57		446 95	2,410 27	251 17	8,000 00	650 00
2			1,580 05	4,993 37	150 83	11,800 00	1,275 00
3	15 47	32 75	788 94	2,745 18	24 24	7,000 00	500 00
4	7 00	65 85	471 68	2,469 51	2,064 46	15,000 00	1,000 00
5	1,481 85	4 80	729 19	5,473 84	253 21	20,000 00	1,000 00
6	437 15	202 85	1,566 92	8,765 75	29 89	23,500 00	1,210 00
7	5,607 29		2,425 49	16,190 69		35,600 00	2,950 00
8			1,121 99	3,815 09		10,700 00	1,100 00
9			413 39	1,775 64	468 64	6,000 00	500 00
10			889 18	5,687 92	229 22	24,000 00	3,000 00
11	2,019 15		934 52	5,171 83	80 83	10,000 00	1,000 00
12			1,699 41	5,937 22		21,250 00	1,100 00
13			3,529 56	12,741 49	705 14	40,000 00	2,500 00
14	93 95	25 80	1,182 90	5,425 81	4,448 72	17,000 00	2,000 00
15		50 00	5,000 09	15,652 74	625 39	61,000 00	4,250 00
16	116 09		624 86	3,790 08	502 09	9,650 00	1,050 00
17	112 00	49 40	1,931 75	6,118 65		14,500 00	2,500 00
18	3,164 95		1,909 97	11,223 93	12 07	22,000 00	3,800 00
19	484 85		1,017 12	5,672 72	670 63	38,000 00	4,000 00
20	529 30	209 95	857 98	5,190 08	704 63	9,500 00	1,200 00
21		42 50	438 77	3,182 13	3,340 38	6,000 00	800 00
22			1,086 99	4,597 04	4,138 32	16,900 00	3,000 00
23	218 85		247 41	2,776 47	71 81	5,000 00	600 00
24	69 95	40 50	1,120 23	3,138 94	304 17	9,000 00	1,000 00
25		14 50	526 60	3,086 10	260 46	9,500 00	1,400 00
26	18,609 55		3,046 14	25,014 35	6,390 45	27,500 00	2,100 00
27	10,509 44		2,637 20	22,264 28	1,169 36	50,000 00	3,500 00
28			860 86	5,050 86	178 07	10,000 00	1,750 00
29			1,553 89	5,803 89		20,000 00	2,100 00
30	174 60		199 81	1,794 41	367 92	2,800 00	500 00
31	297 75		862 49	3,477 49	255 97	10,000 00	700 00
32			553 46	2,663 46	204 20	6,000 00	1,000 00
33			1,231 35	6,874 36	843 81	15,000 00	3,000 00
34			1,157 60	4,576 85	460 14	10,800 00	766 00
35	89 02		449 57	2,718 59	712 22	14,000 00	1,000 00
36	3,227 36		2,965 45	13,900 42	203 48	30,000 00	2,500 00
37		16 83	840 70	3,688 53	16 67	16,000 00	1,100 00
38	28 40		261 38	1,189 78	1,112 12	2,500 00	500 00
39	44 13		385 52	1,579 65		1,200 00	150 00
40		65 80	680 62	3,352 42	108 24	9,000 00	800 00
41	121 25	38 64	813 04	3,833 17	55 01	10,500 00	1,500 00
42	370 60		2,096 42	5,523 27	1,168 26	10,000 00	500 00
43			608 75	3,313 75	192 50	12,000 00	700 00
44			1,019 77	4,019 77	110 32	12,500 00	1,500 00
45		42 50	1,938 91	5,939 36	793 72	15,000 00	1,000 00
46	43 54	33 00	1,820 60	4,540 14	892 28	14,500 00	1,000 00
47		20 00	335 62	1,643 42		5,000 00	500 00
48		42 50	1,215 85	5,743 60	41 97	14,500 00	2,500 00
49			2,291 68	4,178 85		1,800 00	210 00
50	298 78	38 85	586 86	4,592 98	583 25	30,000 00	10,000 00
51		26 70	574 90	2,331 60	823 33	4,000 00	1,000 00
52		165 56	952 64	5,001 27	182 99	7,200 00	1,000 00
53	11 35	75 50	2,366 96	8,626 04		25,000 00	1,800 00
54		6 00	1,814 28	6,340 74		14,000 00	2,000 00
55			2,169 20	11,087 70	284 25	30,000 00	2,000 00
56	5,227 00		781 60	7,963 60		15,000 00	2,000 00
57		7 89	474 34	2,707 75	639 03	7,200 00	906 00
58	6 55	17 00	1,459 70	4,745 66	2,252 53	7,900 00	1,800 00
59	6,388 14	212 52	1,043 74	10,874 36	459 98	1,800 00	350 00

V.—TABLE E.—The

Towns.	Receipts.					
	Teachers' salaries (legislative grant).	Municipal grants and assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.	Teachers' salaries.	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
60 Pembroke	324 00	4,189 69	1,311 36	5,825 05	3,507 25	
61 Penetanguishene	300 00	1,171 52	488 05	1,959 57	1,230 97	
62 Perth	507 00	3,467 94	547 97	4,522 91	3,233 50	
63 Peterborough	961 50	12,700 00	6,891 98	20,553 48	10,480 00	
64 Petrolea	461 00	7,480 00	625 06	8,566 06	5,711 19	
65 Picton	527 00	3,500 00	447 65	4,474 65	3,803 53	
66 Port Arthur	281 00	3,028 83	162 09	3,471 92	2,349 39	
67 Port Hope	750 00	6,341 51	455 00	7,546 51	5,774 93	
68 Prescott	385 00	2,633 19	311 78	3,329 97	2,663 14	
69 Rat Portage	195 00	5,369 02	3,612 06	9,176 08	3,983 22	
70 Renfrew		1,245 32	2,609 34	3,854 66	2,714 23	
71 Ridgetown	215 00	2,950 00	2 25	3,167 25	2,592 09	
72 Sandwich	152 00	2,140 00	1,315 24	3,607 24	1,697 00	
73 Sarnia	874 00	8,040 61	461 49	9,376 10	6,877 45	
74 Sault Ste. Marie	347 00	2,900 00	731 07	3,978 07	2,932 83	
75 Seaforth	315 00	3,800 00	389 69	4,504 69	3,183 75	
76 Simcoe	490 00	4,062 30	517 36	5,069 66	3,490 25	
77 Smith's Falls	510 00	14,450 92	401 64	15,362 56	4,052 20	
78 Stayner	163 00	2,000 00	649 65	2,812 65	1,835 00	
79 St. Mary's	398 00	3,800 00	414 66	4,612 66	2,929 09	
80 Strathroy	572 00	5,300 00	357 30	6,229 30	4,655 60	
81 Sudbury		1,000 00	293 61	1,293 61	907 48	
82 Thessalon	85 00	1,129 90	877 95	2,092 85	903 70	
83 Thornbury	95 00	2,211 84	575 15	2,881 99	1,550 00	
84 Thorold	206 00	2,713 47	28 80	2,948 27	2,435 34	
85 Tilsonburg	324 00	3,795 00	462 41	4,581 41	2,982 69	
86 Toronto Junction	543 50	10,298 90	1,533 29	12,375 69	9,578 21	
87 Trenton	412 00	3,990 50	1,052 02	5,454 52	3,335 61	
88 Uxbridge	250 00	3,954 28	267 83	4,472 11	2,871 50	
89 Walkerton	446 00	3,249 44	3,771 04	7,466 48	3,358 00	
90 Walkerville	110 00	2,700 93	1,405 98	4,216 91	2,218 77	
91 Waterloo	397 75	4,200 00	458 76	5,056 51	3,645 44	
92 Welland	380 00	3,377 70	2,485 48	6,243 18	2,863 88	
93 Whitby	451 00	4,754 82	101 00	5,306 82	3,882 05	
94 Warton	269 00	1,798 08	1,647 24	3,714 32	1,985 01	
95 Wingham	270 60	3,495 20	205 43	3,970 63	2,837 44	
96 Woodstock	1,293 00	17,365 54	1,964 64	20,623 18	10,252 50	
Total	38,999 75	452,538 46	127,988 54	619,526 75	353,674 18	
Totals.						
1 Counties, etc	192,869 00	1,960,157 59	869,419 50	3,022,446 09	1,800,642 05	
2 Cities	44,264 25	779,040 21	114,837 31	938,141 77	570,969 83	
3 Towns	38,999 75	452,538 46	127,988 54	619,526 75	353,674 18	
4 Grand total, 1894	276,133 00	3,191,736 26	1,112,245 35	4,580,114 61	2,725,286 06	
5 " 1893	267,524 95	3,059,075 19	1,113,885 24	4,440,485 38	2,646,387 72	
6 Increase	8,608 05	132,661 07		139,629 23	78,898 34	
7 Decrease			1,639 89			
8 Percentage	6	69	25		70	
Cost per pupil.						
1 Counties, etc	7 71					
2 Cities	14 00					
3 Towns	9 13					
4 Province	8 82					

Public Schools.

Expenditure.

	Sites and building school houses.	Maps, apparatus, prizes and libr- ies.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.	Estimated value of school sites and buildings.	Estimated value of furniture and equipment.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
60		206 73	2,111 07	5,825 05		21,680 00	2,100 00
61			294 16	1,525 13	434 44	1,200 00	300 00
62			1,134 15	4,367 65	155 26	13,000 00	1,175 00
63	995 81	42 00	9,035 67	20,553 48		70,393 00	4,500 00
64		19 50	2,609 67	8,340 36	225 70	13,700 00	2,500 00
65		87 29	569 52	4,460 34	14 31	12,800 00	1,000 00
66		4 65	1,092 51	3,446 55	25 37	12,000 00	1,500 00
67		63 11	1,708 47	7,546 51		21,332 00	2,000 00
68		25 00	550 09	3,238 23	91 74	8,950 00	825 00
69	3,750 95		1,338 35	9,072 52	103 56	13,125 00	1,450 00
70			1,140 43	3,854 66		7,000 00	1,000 00
71		72 25	469 66	3,134 00	33 25	12,000 00	2,000 00
72		35 00	334 59	2,066 59	1,540 65	7,500 00	600 00
73	503 67	5 00	1,989 98	9,376 10		30,000 00	2,500 00
74			852 68	3,785 51	192 56	12,000 00	500 00
75		20 00	596 39	3,800 14	734 55	10,000 00	1,000 00
76		86 56	1,213 14	4,789 95	279 71	10,000 00	2,500 00
77	9,477 01		1,780 63	15,309 84	52 72	24,445 00	2,550 00
78	6 20	71 43	659 99	2,572 62	240 03	5,300 00	600 00
79		4 50	1,269 77	4,203 36	409 30	15,000 00	2,500 00
80		135 66	1,341 43	6,132 69	96 61	16,500 00	2,000 00
81	90 00	45 00	47 12	1,089 60	204 01	3,000 00	250 00
82		10 88	244 49	1,159 07	933 78	2,000 00	400 00
83			1,063 44	2,613 44	268 55	4,650 00	600 00
84		8 15	492 75	2,936 24	12 03	8,000 00	3,500 00
85			1,253 00	4,235 69	345 72	15,000 00	1,000 00
86	147 83	88 99	2,194 22	12,009 25	366 44	78,880 00	4,100 00
87	150 00	23 23	950 00	4,458 84	995 68	10,500 00	1,300 00
88		5 20	607 42	3,484 12	987 99	10,000 00	2,000 00
89	59 95		3,993 36	7,411 31	55 17	15,000 00	1,500 00
90	282 92		1,564 52	4,066 21	150 70	16,400 00	1,000 00
91			893 09	4,538 53	517 98	15,000 00	1,000 00
92		39 00	940 18	3,843 06	2,400 12	6,200 00	950 00
93			1,424 77	5,306 82		15,300 00	2,350 00
94			584 41	2,569 42	1,144 90	7,500 00	400 00
95		76 00	969 81	3,883 25	87 38	10,000 00	1,500 00
96		1,251 85	3,182 70	14,687 05	5,936 13	50,000 00	5,000 00
75,312 22		3,975 17	127,720 47	560,682 04	58,844 71		
1	192,685 75	28,113 08	428,245 50	2,449,686 38	572,759 71	5,311,763 00	650,839 00
2	105,484 84	13,095 82	210,905 50	900,455 99	37,685 78	2,799,175 00	159,650 00
3	75,312 22	3,975 17	127,720 47	560,682 04	58,844 71	1,518,955 00	159,057 00
4	373,482 81	45,184 07	766,871 47	3,910,824 41	669,290 20	9,629,893 00	969,546 00
5	302,005 77	35,205 66	797,132 39	3,780,731 54	659,753 84		
6	71,477 04	9,978 41		130,092 87	9,536 36		
7			30,260 92				
8	10	1	19				

VI.—TABLE F.—Roman

Counties, (Including incorporated villages, but not cities or towns.)	Number of schools.	Receipts.					Expendi-								
		Amount of legislative grant for teachers' salaries.	Amount received from school rate on sup- porters.	Amount subscribed and from other sources.	Total amount received.	Amount paid to teachers.	Amount paid for sites and building school houses.	Amount paid for maps, apparatus, prizes and libraries.							
		\$	c.	c.	\$	c.	\$	c.	\$	c.	\$				
1 Bruce	7	405	50	3,865	09	1,012	73	5,283	32	3,102	50	674	21	32	70
2 Carleton	12	742	00	4,205	76	1,077	47	6,025	23	3,241	76	791	01	28	73
3 Essex	5	122	50	8,671	91	541	34	9,335	75	1,214	89	7,171	67	25	00
4 Frontenac	10	291	00	2,703	44	525	49	3,519	93	2,405	50	205	01	123	50
5 Stormont, Dundas and Glengarry	11	680	50	4,424	54	918	59	6,023	63	3,860	00	733	55	10	65
6 Grey	8	160	50	2,203	53	1,215	00	3,579	03	2,015	00	656	59	155	45
7 Hastings	7	203	50	1,941	84	618	18	2,763	52	1,620	87	322	26	1	15
8 Huron	6	161	50	2,287	85	686	73	3,136	08	1,969	41	259	95	5	05
9 Kent	6	195	50	2,939	45	763	96	3,898	91	2,730	80	202	29	21	25
10 Lambton	2	53	50	670	70	251	08	975	28	630	00				
11 Lanark	3	37	50	581	26	365	14	983	90	590	00	29	90	5	50
12 Leeds and Grenville ..	6	324	00	1,282	94	981	31	2,588	25	1,461	35	506	37	5	00
13 Lennox & Addington.	2	82	50	411	11	88	17	581	78	412	00	31	05		
14 Lincoln	1	55	50	748	72	489	07	1,293	29	400	00	802	69	11	75
15 Middlesex	4	63	50	1,226	08	201	94	1,491	52	1,240	00	2	33	3	50
16 Norfolk	1	49	50	530	11	178	50	758	11	430	00	6	67		
17 Northumberland and Durham	7	259	00	1,960	02	400	23	2,619	25	1,707	00	35	05		
18 Ontario	1	53	50			1,007	66	1,061	16	500	00				
19 Peel	1	17	00	164	00	70	89	251	89	240	00				
20 Perth	4	105	50	1,288	96	495	82	1,890	28	1,235	00	106	00		
21 Peterborough	2	59	50	404	30	50	00	513	80	450	00				
22 Prescott and Russell.	62	3,709	00	17,232	61	6,275	61	27,217	22	16,482	33	1,488	31	363	20
23 Renfrew	10	783	50	4,582	36	1,784	21	7,150	07	4,261	50	174	44	89	26
24 Simcoe	3	146	50	1,177	80	411	41	1,735	71	1,098	11	215	00	11	01
25 Waterloo	8	332	00	3,667	19	2,333	50	6,332	69	3,345	00	286	20	36	96
26 Welland	2	87	50	478	48	259	58	825	56	425	00			1	72
27 Wellington	8	362	00	2,852	41	1,925	72	5,140	13	2,255	00	1,359	00	25	00
28 Wentworth	1	71	50	150	00	140	83	362	33	240	00	4	00		
29 York	2	63	00	427	90	210	00	700	90	498	90	37	17	5	35
30 Districts	11	624	00	2,255	82	1,340	11	4,219	93	2,266	40	720	97	47	40
Total	213	10,302	00	75,336	18	26,620	27	112,258	45	62,328	32	16,821	69	1,009	13
Cities.															
1 Belleville	2	223	50	1,432	66	847	46	2,503	62	1,635	00	38	20		
2 Brantford	2	222	50	1,466	14	1,676	17	3,364	81	1,450	00	401	22	26	00
3 Guelph	3	225	50	3,058	40	265	13	3,549	03	1,700	00	500	00	62	93
4 Hamilton	8	957	50	12,500	00	1,269	21	14,726	71	5,798	53	3,455	14	1,231	00
5 Kingston	6	567	50	4,395	26	12,005	60	16,968	36	3,390	00	6,711	20	105	50
6 London	6	456	00	4,337	78	65	93	4,859	71	2,100	00	1,231	00	116	37
7 Ottawa	20	2,929	50	78,500	00	4,196	56	85,626	06	19,682	50	20,309	94	80	00
8 St. Catharines	3	260	00	3,796	46	235	23	4,291	69	1,925	00	1,322	50	4	50
9 St. Thomas	1	136	50	1,100	00	40	04	1,276	54	800	00			12	00
10 Stratford	1	203	50	2,200	00	1,063	27	3,466	77	1,300	00	500	00		
11 Toronto	17	2,555	50	36,713	00	27,564	96	66,833	46	19,507	80	9,552	00	1,512	79
Total	69	8,737	50	149,499	70	49,229	56	207,466	76	59,288	83	44,021	20	3,151	09

Catholic Separate Schools.

ture.						Pupils.			Attendance.																																
Amount paid for all other purposes.			Total amount expended.			Number of pupils.			Average attendance.	Percentage of average to total attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.																									
\$	c		\$	c.		Boys.	Girls.																																		
1	554	46	4,363	87	919 45	800	453	347	545	68	26	69	122	153	281	149																									
2	1,112	31	5,173	81	851 42	1,066	511	555	474	44	118	257	328	174	167	22																									
3	711	08	9,122	64	213 11	376	196	180	195	52	30	78	109	87	66	6																									
4	492	68	3,226	69	293 24	368	187	181	188	51	34	51	69	101	103	10																									
5	796	48	5,400	68	622 95	1,054	562	492	518	49	118	203	271	228	225	9																									
6	215	84	3,042	88	536 15	323	168	155	135	42	39	64	65	79	70	6																									
7	545	83	2,490	11	273 41	302	141	161	155	51	30	50	68	66	86	2																									
8	712	30	2,946	71	189 37	392	214	178	218	55	18	51	63	125	129	6																									
9	565	56	3,519	90	379 01	491	248	243	258	52	41	73	138	80	145	14																									
10	108	23	738	23	237 05	117	70	47	60	50	11	7	17	26	54	2																									
11	333	43	958	83	25 07	133	72	61	64	49	15	25	25	39	25	4																									
12	249	36	2,222	08	366 17	270	140	130	131	49	23	39	54	55	80	19																									
13	80	74	523	79	57 99	83	49	34	35	42	7	15	15	21	24	1																									
14	62	20	1,276	64	16 65	99	52	47	71	71	3	5	17	12	55	7																									
15	125	29	1,371	12	120 40	146	92	54	74	50	10	17	33	31	49	6																									
16	120	78	557	45	200 66	105	62	43	57	54	8	12	18	23	41	3																									
17	581	06	2,323	11	296 14	249	133	116	127	51	17	35	38	48	109	2																									
18	457	59	957	59	103 57	101	57	44	64	64	6	7	17	28	28	15																									
19	11	50	251	50	39	41	21	20	23	55	5	6	5	7	18	....																								
20	30	64	1,649	64	240 64	251	138	113	135	54	15	16	83	58	75	4																									
21	28	52	478	52	35 28	57	29	28	27	50	8	4	12	9	24	....																								
22	4,064	72	22,398	56	4,818 66	5,078	2,590	2,488	2,661	53	476	747	1,172	1,117	1,315	251																									
23	966	31	5,491	51	1,658 56	1,133	587	546	441	39	61	148	261	268	363	32																									
24	278	50	1,602	62	133 09	211	114	97	128	61	3	29	29	30	54	66																									
25	834	04	4,502	20	1,830 49	773	422	351	448	58	56	89	152	144	263	69																									
26	94	67	521	39	304 17	93	44	49	61	66	4	10	16	23	32	8																									
27	1,309	47	4,948	47	191 66	537	300	237	295	55	33	58	131	144	155	16																									
28	109	00	353	00	9 33	29	19	10	14	50	3	3	8	8	7	....																								
29	84	35	625	77	75 13	126	69	57	66	53	7	19	28	39	32	1																									
30	759	04	3,793	81	426 12	666	328	338	326	49	91	121	169	158	112	15																									
16,673 98			96,833 12			15,470			8,068			7,402			7,994			52			1,316			2,308			3,533			3,381			4,187			745					
1	599	37	2,272	57	231 05	403	220	183	247	62	17	33	61	63	207	22																									
2	392	05	2,269	27	1,095 54	422	218	204	232	55	5	32	134	89	162	....																								
3	1,033	22	3,296	15	252 88	429	251	178	315	73	5	28	55	72	267	2																									
4	3,590	71	14,075	38	651 33	2,142	1,095	1,047	1,210	56	43	155	790	523	480	151																									
5	1,427	84	11,634	54	5,333 82	989	522	467	645	65	35	62	194	191	462	45																									
6	1,389	84	4,837	21	22 50	665	371	294	530	80	10	18	85	119	363	70																									
7	40,930	68	81,003	12	4,622 94	5,287	2,727	2,560	3,148	60	241	653	1,225	1,055	1,812	301																									
8	1,024	45	4,276	45	15 24	428	226	202	297	70	11	18	58	106	208	27																									
9	449	27	1,261	27	15 27	210	108	102	177	83	.....	.....	7	37	159	7																							
10	1,441	27	3,241	27	225 50	358	200	158	236	66	8	32	61	81	170	6																									
11	18,438	59	49,011	18	17,822 28	4,765	2,379	2,386	3,012	63	260	538	1,041	844	2,082	....																								
70,717 29			177,178 41			30,288 35			16,093			8,317			7,781			10,049			62			635			1,569			3,711			3,180			6,372			631		

VI.—TABLE F.—Roman

Towns.	Number of schools.	Receipts.				Expendi-		
		Amount of legislative grant for teachers' salaries.	Amount received from school rate on supporters.	Amount subscribed and from other sources.	Total amount received.	Amount paid to teachers.	Amount paid for sites and building school houses.	Amount paid for maps, apparatus, prizes and libraries.
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Almonte	1	97 00	1,161 02	1,258 19	2,516 21	913 24	172 52	
2 Amherstburg	2	122 00	1,135 56	2,606 64	3,864 20	1,245 75	2,253 57	36 30
3 Barrie	1	120 50	1,203 97	779 49	2,103 96	1,112 00	24 50	
4 Berlin	2	168 00	2,053 40	675 63	2,897 03	1,125 00	336 97	79 52
5 Brockville	1	224 00	2,221 00	772 00	3,217 00	2,150 00	150 00	
6 Chatham	1	144 50	1,755 88	963 39	2,863 77	1,753 18		
7 Cobourg	1	119 50	850 00	15 11	984 61	800 00		
8 Cornwall	3	394 00	3,750 36	404 08	4,548 44	3,240 00		
9 Dundas	1	124 00	801 92	632 28	1,561 20	600 00		24 70
10 Galt	1	57 50	448 67	2,631 07	3,137 24	340 00	2,359 68	
11 Goderich	1	41 50	440 00	2 39	483 89	400 00		
12 Ingersoll	1	88 00	800 00	10 41	898 41	575 00	29 20	4 00
13 Lindsay	2	209 00	2,454 30	1,227 99	3,891 29	1,800 00		89 03
14 Mattawa	2		1,311 03	657 33	1,968 36	1,243 73		103 84
15 Newmarket	1	32 50	251 45	257 52	541 47	300 00		16 10
16 Niagara Falls	1	80 00	836 37	280 85	1,197 22	650 00	108 00	20 00
17 North Bay	1	69 00	226 05	6,363 88	1,658 93	763 99	140 25	8 56
18 Oakville	1	28 00	414 87	75 00	517 87	290 00	4 00	
19 Orillia	1	117 00	1,584 32	5,940 95	7,642 27	1,350 00	3,609 71	600 59
20 Oshawa	1	52 50	413 89	65 05	531 44	400 00		
21 Owen Sound	1	66 00	744 10	597 93	1,403 03	385 00	368 80	4 50
22 Paris	1	38 00	888 52	11 01	937 53	360 00		
23 Parkhill	1	32 00	310 00	35 18	377 18	224 00	14 70	
24 Pembroke	1	223 00	2,395 65	426 31	3,044 96	2,155 60	427 81	15 00
25 Perth	1	106 50	763 60	134 40	1,001 50	600 00	155 54	
26 Peterborough	3	386 00	4,387 00	343 98	5,116 98	2,994 10		6 10
27 Picton	1	32 50	443 75	50 00	526 25	425 00		
28 Port Arthur	1	124 00	940 00	576 69	1,640 69	900 00	393 26	
29 Prescott	1	131 50	968 59	270 10	1,370 19	1,100 00		
30 Rat Portage	1	83 00	800 00	73 31	956 31	600 00		
31 Sarnia	1	68 00	1,203 00	99 45	1,370 45	900 00	16 00	
32 Sault Ste. Marie	1	25 00	371 08	483 95	880 03	482 30	185 00	16,50
33 St. Mary's	1	28 50	300 07	365 64	694 21	350 00		
34 Thorold	1	96 00	796 16	352 34	1,244 50	800 00		
35 Trenton	1	170 50	3,068 57	251 01	3,490 08	1,500 00	301 50	
36 Walkerton	1	77 50	521 93	9 32	608 75	375 00	6 00	78 25
37 Waterloo	1	37 00	450 00	31 61	518 61	300 00	1 00	13 29
38 Whitby	1	31 00	287 49	134 87	453 36	325 00	3 00	4 25
Total	46	4,044 50	43,756 57	24,866 35	72,667 42	35,827 89	11,061 01	1,120 53
Totals.								
1 Counties, etc	213	10,302 00	75,336 18	26,620 27	112,258 45	62,328 32	16,821 69	1,009 13
2 Cities	69	8,737 50	149,499 70	49,229 56	207,466 76	59,288 81	44,021 20	3,151 09
3 Towns	46	4,044 50	43,756 57	24,866 35	72,667 42	35,827 89	11,031 01	1,120 53
4 Grand total, 1894....	328	23,084 00	268,592 45	100,716 18	392,392 63	157,445 04	71,903 90	5,280 75
5 " 1893....	313	20,326 60	206,217 08	79,223 02	305,766 70	151,810 97	48,937 08	5,027 98
6 Increase	15	2,757 40	62,375 37	21,493 16	86,625 93	5,634 07	22,966 82	252 77
7 Decrease								
8 Percentage		6 00	69	25				
Cost per pupil—						48	20	2
1 Counties, etc		6 25						
2 Cities		11 00						
3 Towns		7 76						
4 Province		8 48						

Catholic Separate Schools.

ture.	Amount paid for all other purposes.		Total amount expended.		Balances.		Pupils.			Attendance.							
							Number of pupils.	Boys.	Girls.	Average attendance.	Percentage of average to total attendance.	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to whole year.
	\$	c.	\$	c.	\$	c.											
1	1,099	69	2,185	45	330	76	178	92	86	111	62	10	17	26	49	75	1
2	276	67	3,812	29	51	91	266	117	149	171	65	11	22	51	52	120	10
3	351	44	1,487	94	616	02	234	113	121	164	70	3	25	26	43	123	14
4	1,348	40	2,889	89	7	14	333	160	173	232	70	11	20	54	59	189	
5	717	88	3,017	88	199	12	421	204	217	327	77	13	25	46	54	222	61
6	952	88	2,706	06	157	71	307	156	151	173	56	33	45	42	72	106	9
7	183	35	983	35	1	26	196	109	87	137	70	4	9	32	53	97	1
8	1,308	44	4,548	44			828	411	417	504	61	55	111	175	184	282	21
9	315	16	939	86	621	34	236	113	123	138	89		14	53	84	49	36
10	179	11	2,878	79	253	45	98	52	46	70	71	4	7	11	15	53	8
11	70	62	470	62	13	27	75	33	42	57	76	2		8	14	50	1
12	287	86	895	06	2	35	150	73	77	110	74	8	14	21	31	74	2
13	692	71	2,581	74	1,309	55	395	179	216	268	68	6	28	66	76	202	17
14	473	27	1,820	84	147	52	270	149	121	120	45	11	27	62	107	63	
15	108	07	424	17	117	30	69	36	33	43	62	8	2	14	11	34	
16	250	00	1,028	00	169	22	168	80	88	119	72	6	11	16	43	75	17
17	746	13	1,658	93			214	120	94	112	52	18	28	30	53	70	15
18	120	20	414	20	103	67	48	28	20	31	65		6	8	11	22	1
19	249	45	5,809	75	1,832	52	231	119	112	173	76		4	35	63	129	
20	34	72	434	72	96	72	102	51	51	70	70	3	8	14	18	48	11
21	143	30	991	60	506	43	119	65	54	69	58	4	21	15	34	45	
22	142	83	502	83	434	70	67	28	39	44	66	2	5	15	13	29	3
23	136	35	375	05	2	15	76	38	38	42	55	11	6	12	19	28	
24	424	46	3,022	87	22	09	468	261	207	308	66	16	41	102	108	190	11
25	197	03	952	57	51	93	171	83	88	121	71	10	10	20	28	94	9
26	1,465	68	4,459	78	637	20	662	348	314	516	78	28	43	66	144	342	39
27	61	00	492	10	34	15	55	34	21	36	65	5	18	34	35	64	4
28	260	99	1,554	25	86	44	155	65	90	95	62		18	34	35	64	
29	270	19	1,370	19			214	101	113	131	61	14	17	30	51	91	11
30	147	00	747	00	209	31	237	106	131	105	44	26	37	62	40	69	3
31	330	00	1,246	00	124	45	188	103	85	80	42	12	15	37	52	71	1
32	62	61	746	41	133	62	132	84	48	55	42	10	22	41	37	12	10
33	132	15	482	15	212	06	55	27	28	40	72	1	2	8	8	35	1
34	242	68	1,042	68	201	82	180	82	98	116	64	6	16	20	42	95	1
35	1,130	87	2,932	37	557	71	287	152	135	185	65	9	11	63	64	133	7
36	76	99	536	24	72	51	184	98	86	121	66	12	14	36	51	44	27
37	181	85	496	14	22	47	76	32	44	56	74		6	12	12	46	
38	114	15	446	40	6	96	49	22	27	35	72	2	2	7	7	30	1
15,286		18	63,295	61	9,371	81	8,194	4,124	4,070	5,285	64	374	722	1,381	1,847	3,517	353
1	16,673	98	96,833	12	15,425	33	15,470	8,068	7,402	7,994	52	1,316	2,308	3,533	3,381	4,157	745
2	70,717	29	177,178	41	30,288	35	16,098	8,317	7,781	10,049	62	635	1,569	3,711	3,180	6,372	631
3	15,286	18	63,295	61	9,371	81	8,194	4,124	4,070	5,285	64	374	722	1,381	1,847	3,517	350
4	102,677	45	337,307	14	55,085	49	39,762	20,509	19,253	23,328	59	2,325	4,599	8,625	8,408	14,076	1,729
5	64,953	07	270,729	10	35,037	60	38,067	19,646	18,421	21,863	58	2,213	4,572	8,825	8,764	12,354	1,339
6	37,724	38	66,578	04	20,047	89	1,695	863	832	1,465	1	112	27			1,722	390
7														200	356		
8	30	00						52	48			6	12	22	21	35	4

VII.—TABLE G.—The Roman

Counties. (Including incorporated villages, but not cities and towns.)	Teachers.					Number in the different					
	Number of teachers.	Male.	Female.	Average salary—male.	Average salary—female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				\$	\$						
1 Bruce	13	4	9	405	165	800	800	785	779	602	575
2 Carleton	20	1	19	285	185	1,066	1,057	1,052	677	470	90
3 Essex	6	1	5	350	268	376	340	365	340	182	190
4 Frontenac	10	4	6	251	252	368	361	365	299	224	32
5 Stormont, Dundas and Glengarry	19	2	17	408	141	1,054	1,019	1,030	895	594	182
6 Grey	8	1	7	300	254	323	312	321	307	219	58
7 Hastings	7	1	6	325	243	302	282	297	285	240	88
8 Huron	7	1	6	250	288	392	342	391	341	312	233
9 Kent	8	3	5	461	270	491	485	485	464	313	150
10 Lambton	2	1	1	370	270	117	117	117	75	78	.....
11 Lanark	3	.....	3	.....	197	133	123	123	123	72	.....
12 Leeds and Grenville ..	8	.....	8	.....	207	270	248	253	217	184	58
13 Lennox and Addington ..	2	.....	2	.....	213	83	57	63	36	35	.....
14 Lincoln	2	.....	2	.....	200	99	99	99	99	99	99
15 Middlesex	4	1	3	300	297	146	136	136	135	116	127
16 Norfolk	1	.....	1	.....	430	105	105	105	105	80	105
17 Northumberland and Durham	8	1	7	375	235	249	232	236	226	206	107
18 Ontario	1	1	.....	500	.....	101	101	101	101	72	.....
19 Peel	1	.....	1	.....	240	41	41	41	41	28	.....
20 Perth	4	.....	4	.....	309	251	251	233	208	163	164
21 Peterborough	2	.....	2	.....	225	57	57	57	57	39	11
22 Prescott and Russell ..	84	15	69	274	207	5,078	4,159	4,313	3,049	2,103	1,000
23 Renfrew	18	4	14	348	220	1,133	1,113	1,115	1,080	620	678
24 Simcoe	4	3	1	325	140	211	201	201	185	102	.....
25 Waterloo	13	1	12	475	232	773	742	742	742	648	750
26 Welland	2	.....	2	.....	212	93	87	87	82	82	87
27 Wellington	10	.....	10	.....	227	537	506	537	492	387	328
28 Wentworth	1	.....	1	.....	240	29	29	29	29	19	29
29 York	2	1	1	225	250	126	91	126	91	84	67
30 Districts	13	1	12	240	195	666	477	476	201	195	229
Total	283	47	236	325	214	15,470	13,970	14,281	11,761	8,568	5,437
Cities.											
1 Belleville	6	1	5	600	200	403	403	403	403	210	403
2 Brantford	5	1	4	600	213	422	422	422	422	422	422
3 Guelph	7	1	6	500	200	429	429	412	406	412	429
4 Hamilton	37	3	34	300	125	2,142	2,142	2,142	2,142	2,142	2,142
5 Kingston	22	3	19	265	150	989	989	989	989	845	765
6 London	12	.....	12	.....	144	665	665	665	665	665	665
7 Ottawa	91	38	53	356	161	5,287	5,287	5,287	4,699	3,263	3,557
8 St. Catharines	10	4	6	300	150	428	428	428	428	361	428
9 St. Thomas	4	.....	4	.....	200	210	210	210	210	210	210
10 Stratford	6	.....	6	.....	217	358	358	358	358	358	358
11 Toronto	85	24	61	300	205	4,765	4,765	4,765	4,670	4,342	3,815
Total	285	75	210	338	171	16,098	16,098	16,081	15,392	13,230	13,194

Catholic Separate Schools.

branches of instruction.											Maps and prizes.		Arbor day.
Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1	591	186	238	99	672	77	1	1	40	66	39	3	37
2	435	43	262	72	18	3	3		17		62	3	
3	170	67	106	63	223	3					36	1	
4	218	105	115	114	170	18	16	15	1	1	58	3	7
5	484	126	221	123	394	103	23	23		15	77	4	5
6	212	115	140	117	189	12	3	3	2	75	55	2	18
7	203	84	117	139	216	6	6	6	34	39	45	1	6
8	317	147	153	121	299	13	15	15			55	2	30
9	403	102	203	117	118	36	12	12		59	44	2	42
10	75	35	61	35		6	5	2			16	1	5
11	72	26	26	14	3	3					25	2	13
12	166	96	131	107	138	19	19	18	1	1	49		9
13	31	26	14	19	73						13		
14	99	23	45	45	99	12					6		
15	112	49	49	71	136	5	4	4		13	31	2	6
16	81	41	63	80	105	15	10	10	10	8	3		
17	179	87	116	107	121	19	6	6			48		3
18	72	24	39	72	101	5	5	5	2	5	7		
19	23	13	13	11	41						10		
20	177	96	79	140	83	3	2	2			32		
21	28	28	22	25		1	1	1	1		13		
22	1,889	225	530	470	1,423	86		8		63	315	26	39
23	650	217	241	337	558	45	32	32		10	55	3	15
24	101	35	72	15		31	3	3			14	2	
25	514	136	300	220	683	24			149	90	57	3	38
26	52	39	43	27	87	4	4	4	4		11		6
27	378	138	280	287	412		1	1			71	1	42
28	19	4	10								4	1	
29	36	6	6		67						5	1	
30	153	16	34	55	48	4				22	49	7	
	7,940	2,335	3,729	3,102	6,459	573	171	174	244	195	1,305	70	321
1	124	70	124	124	403						30	4	
2	422	67	112	105	195						17		
3	146	95	182	95	212	35					42	3	
4	1,285	580	724	1,078	1,897	221	98	98			86	8	
5	871	228	302	354	989	24	12	4			83		
6	665	244	244	665	665	115					20	6	40
7	3,123	492	2,284	3,063	3,356	547	169	189	47	73	236	170	
8	335	82	273	134	423	72					30		
9	185	58	76	36	210	10					12	1	
10	282	89	184	89	315	89					18		
11	3,251	971	1,602	2,287	3,815	804	212	215			349	17	
	10,689	2,976	6,107	8,035	12,485	1,917	491	506	47	73	857	39	40

VII.—TABLE G.—The Roman

Towns.	Teachers.					Number in the different					
	Number of teachers.	Male.	Female.	Average salary—male.	Average salary—female.	Reading.	Writing.	Arithmetic.	Drawing.	Geography.	Music.
				\$	\$						
1 Almonte	3	1	2	500	205	178	178	178	178	88	.....
2 Amherstburg	5	5	5	235	235	266	266	266	266	204	266
3 Barrie	4	4	4	250	234	234	234	234	234	234	234
4 Berlin	7	7	7	158	333	333	333	333	333	252	333
5 Brockville	8	1	7	600	223	421	421	421	421	307	421
6 Chatham	5	1	4	700	238	307	307	307	307	192	192
7 Cobourg	4	4	4	200	196	196	196	196	196	126	138
8 Cornwall	12	1	11	720	229	828	828	828	828	347	261
9 Dundas	4	4	4	200	236	236	236	236	236	194	200
10 Galt	1	1	1	325	98	98	90	75	80	58	90
11 Goderich	2	2	2	200	75	75	75	75	75	62	75
12 Ingersoll	2	2	2	288	150	150	150	150	150	120	150
13 Lindsay	7	1	6	500	200	395	396	396	396	256	337
14 Mattawa	5	1	4	650	225	270	270	270	270	193	.....
15 Newmarket	1	1	1	300	69	69	69	69	69	57	69
16 Niagara Falls	3	3	3	200	168	158	158	158	158	108	168
17 North Bay	3	1	2	450	325	214	214	214	214	83	.....
18 Oakville	2	2	2	145	48	48	48	48	48	48	48
19 Orillia	4	4	4	338	231	231	231	231	231	231	231
20 Oshawa	2	2	2	200	102	102	102	102	102	69	102
21 Owen Sound	2	2	2	193	119	119	119	119	119	119	119
22 Paris	2	2	2	180	67	67	67	67	67	67	67
23 Parkhill	1	1	1	300	76	76	76	76	76	49	76
24 Pembroke	8	1	7	500	231	468	468	468	468	327	.....
25 Perth	3	3	3	200	171	171	171	171	171	96	.....
26 Peterborough	11	1	10	600	260	662	662	662	600	392	498
27 Picton	1	1	1	400	55	55	51	45	45	30	45
28 Port Arthur	3	3	3	300	155	155	155	155	155	140	155
29 Prescott	4	1	3	500	200	214	214	214	214	214	150
30 Rat Portage	4	4	4	150	237	237	237	237	44	52	237
31 Sarnia	4	4	4	225	188	159	188	188	188	187	.....
32 Sault Ste. Marie	2	2	2	250	132	46	67	38	38	38	.....
33 St. Mary's	1	1	1	350	55	55	55	55	55	38	55
34 Thorold	4	4	4	200	180	180	180	180	180	180	180
35 Trenton	6	6	6	234	287	287	287	287	287	187	187
36 Walkerton	3	3	3	125	184	184	184	184	184	129	184
37 Waterloo	2	2	2	150	76	76	76	76	76	57	76
38 Whitby	1	1	1	325	49	49	34	49	33	25	.....
Total	146	11	135	549	225	8,194	8,043	8,087	7,792	5,506	5,344
Totals.											
1 Counties, etc	283	47	236	325	214	15,470	13,970	14,281	11,761	8,568	5,437
2 Cities	285	75	210	338	171	16,098	16,098	16,081	15,392	13,230	13,194
3 Towns	146	11	135	549	225	8,194	8,043	8,037	7,792	5,506	5,344
4 Grand total, 1894	714	133	581	351	201	39,762	38,111	38,449	34,945	27,304	23,975
5 Grand total, 1893	684	138	546	347	199	38,067	36,415	36,790	33,326	27,409	24,452
6 Increase	30	5	35	4	2	1,695	1,696	1,659	1,619	105	477
7 Decrease											
8 Percentage	19	81				100	96	97	88	71	60

Catholic Separate Schools.

branches of instruction.											Maps and prizes.		Arbor day.
Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1 88	46	69	46	88							7		4
2 158	51	109	44	266	32	17	17				29	2	
3 181	60	98	98	234							11		
4 252	59	112	59	333	21						25	2	
5 238	125	140	421	421	88						14		
6 307	85	117	87	307	63		2				19		
7 126	33	76	33	189							10		
8 246	65	144	144	828							19		
9 200	33	79	33	200							30	1	
10 50	20	28	25	90							5		
11 75	28	23	51	75	17						10	1	
12 66	30	66	66	150		30					5		
13 256	87	145	66	280	17	17	17				43		
14 193	30	71	30	240	13	12	12	2	2		11	1	
15 37	24	24	24	69							10		
16 86	37	55	86	168	10	8	8				10		
17 47	25	47	4								8		
18 38	22	22	22	48							5		
19 171	63	103	108	231							9		
20 69	12	14	14	102							16		
21 76	20	76	76	119							12	1	
22 57	37	37	67	67							10	1	
23 40	40	40	40	76							6	1	
24 327	73	160	160			17	17				34		
25 96	55	55	55	171							9	1	12
26 286	91	202	285	498							47	3	
27 30	30	30	16								7		
28 85	38	65	62	155	23			23	6	23	10	1	
29 200	30	98	135	114							10		
30 52	52	52	52	237	7	5					7	1	
31 83	46	83	46	188							6		
32 38	7	18	7								8	1	
33 38	26	26	26	55							8		
34 180	28	79	28	180	13	4	4				11	1	
35 146	36	85	70	31							22		
36 129	36	73	109	184							26	1	
37 57	12	32	12	76	12						9	1	
38 35	25	25	49	49							11		6
4,839	1,617	2,788	2,756	6,519	316	110	77	25	8	23	549	20	22
1 7,940	2,335	3,729	3,102	6,459	573	171	174	244	195	797	1,305	70	321
2 10,689	2,976	6,107	8,035	12,485	1,917	491	506	47	73	236	857	39	40
3 4,839	1,617	2,788	2,756	6,519	316	110	77	25	8	23	549	20	22
4 23,468	6,928	12,624	13,893	25,463	2,806	772	757	316	276	1,056	2,711	129	383
5 22,919	5,810	13,116	11,575	24,427	2,686	705	692	157	119	1,166	2,523	148	291
6 549	1,118		2,318	1,036	120	67	65	159	157		188		92
7		492								110		19	
8 59	17	32	35	64	7	2	2	1	1	3		39	

VIII.—TABLE H.—The

Collegiate Institutes.	No. of Collegiate In-stitutes.	Receipts.											
		Legislative grant for teachers' salaries.		Municipal grants (county).		Municipal grants (local).		Fees.		Balances and other sources.		Total receipts.	
		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1 Aylmer	1	1,541	58	1,905	07	3,718	02	151	00	281	27	7,596	94
2 Barrie	1	1,063	90	2,735	90	2,500	00	1,630	75	924	48	8,855	03
3 Brantford	1	1,338	14	.....	.....	5,870	00	2,456	65	541	88	10,206	67
4 Brockville	1	1,197	16	1,277	00	5,200	00	139	25	764	01	8,577	42
5 Chatham	1	1,304	56	700	00	4,400	00	1,020	00	2,034	23	9,458	79
6 Clinton	1	997	10	1,775	53	1,650	00	971	35	2,176	64	7,570	62
7 Cobourg	1	1,026	02	1,040	33	2,500	00	929	00	847	37	6,342	74
8 Collingwood	1	1,060	54	2,335	90	2,500	00	1,095	25	114	38	7,106	07
9 Galt	1	1,282	40	1,282	40	2,500	00	2,235	50	1,608	67	8,908	97
10 Goderich	1	1,088	88	1,722	22	2,000	00	1,327	75	1,725	44	7,864	29
11 Guelph	1	1,151	94	.....	.....	5,775	00	1,149	50	.....	.....	8,076	44
12 Hamilton	1	1,396	78	.....	.....	13,194	01	4,811	50	.....	.....	19,402	29
13 Ingersoll	1	1,019	90	.....	.....	2,429	97	802	25	909	11	5,161	23
14 Kingston	1	1,283	14	.....	.....	6,616	00	2,009	35	2,667	80	12,576	29
15 Lindsay	1	1,321	94	2,281	00	2,830	00	2,265	25	359	58	9,087	77
16 London	1	1,429	68	1,200	00	21,190	11	832	00	541	71	25,193	50
17 Morrisburg	1	1,145	32	3,466	90	1,693	89	63	45	2	00	6,371	56
18 Napanee	1	1,202	90	2,241	42	2,380	00	144	00	1,735	78	7,704	10
19 Ottawa	1	1,395	64	.....	.....	9,400	00	5,658	85	12,447	45	28,901	94
20 Owen Sound	1	1,361	82	1,691	82	5,400	00	2,817	00	106	54	11,377	18
21 Perth	1	1,092	50	1,000	00	3,279	43	329	10	1,155	36	6,856	39
22 Peterborough	1	1,359	76	.....	.....	6,500	00	2,483	50	846	95	11,140	21
23 Ridgetown	1	1,038	36	2,073	36	1,200	00	1,453	00	185	40	5,950	12
24 Sarnia	1	1,212	30	1,212	30	3,607	36	479	00	846	97	7,357	93
25 Seaforth	1	1,111	12	1,986	59	1,600	00	1,215	60	364	24	6,277	55
26 Stratford	1	1,296	06	1,000	00	6,000	00	1,676	00	1,639	25	11,611	31
27 Strathroy	1	1,200	14	1,509	14	3,000	00	2,075	00	1,016	69	8,800	97
28 St. Catharines	1	1,264	46	2,050	00	4,590	00	708	50	402	67	9,015	63
29 St. Mary's	1	1,058	46	874	16	2,350	00	1,630	50	58	55	5,971	67
30 St. Thomas	1	1,302	48	1,640	10	5,686	98	737	20	.....	.....	9,366	76
31 Toronto (Harbord)	1	1,468	30	.....	.....	12,250	00	7,884	25	.....	.....	21,542	55
32 " (Jameson)	1	1,394	20	.....	.....	10,600	00	5,613	00	.....	.....	17,607	20
33 " (Jarvis)	1	1,380	68	.....	.....	11,500	00	5,985	00	20	00	18,885	68
34 Whitby	1	1,033	48	1,774	32	2,024	77	749	25	.....	.....	5,581	82
35 Woodstock	1	1,307	56	2,011	75	3,900	00	2,470	00	217	01	9,906	32
1 Total, 1894	35	43,069	20	42,787	23	181,835	54	67,998	55	36,571	43	372,261	95
2 " 1893	35	43,422	72	41,152	60	192,829	94	66,437	18	85,224	46	429,066	90
3 Increase .....	.....	.....	.....	1,634	63	.....	.....	1,561	27	.....	.....	.....	.....
4 Decrease .....	.....	353	52	.....	.....	10,994	40	.....	.....	48,653	03	56,804	95
5 Percentage .....	...	12	.....	12	.....	48	.....	18	.....	10	.....	.....	.....

Cost per pupil, \$31.31.

Collegiate Institutes.

Expenditure.

	Expenditure.					Balances.	Charges per year.
	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1	4,675 00	244 46	147 00	2,312 09	7,378 55	218 39	\$10, \$5, Form I.
2	5,271 27	904 02	625 80	2,053 94	8,855 03	.....	\$10.
3	8,174 00	129 59	.....	1,293 10	9,596 69	609 98	Res. \$10; non-res. \$16.
4	5,783 60	235 99	197 30	1,529 96	7,746 85	830 57	Free; Co. \$2.50.
5	7,199 96	235 67	483 21	1,539 95	9,458 79	.....	\$9.
6	4,326 28	85 05	144 07	1,265 22	5,820 62	1,750 00	\$6, \$8, \$10.
7	4,888 00	608 98	284 75	535 15	6,316 88	25 86	Res. \$12; non-res. \$14; Co. \$7.50.
8	5,032 32	416 41	28 85	1,451 08	6,928 66	177 41	Town \$5; Co., boys' \$10; girls' \$8.
9	6,972 50	261 55	1,668 29	.....	8,902 34	6 63	Co. \$10; others \$14.
10	5,350 00	373 47	.....	768 69	6,492 16	1,372 13	Res. \$5, \$7, \$10; non-res. \$8, \$10, \$12; Co. \$6, \$8, \$10.
11	6,100 00	.....	.....	1,792 28	7,892 23	194 16	Res. free; non-res. \$20.
12	16,150 00	141 15	.....	3,111 14	19,402 29	.....	Forms II., III., IV. and Senior forms of Form I, \$10; Junior Form I. \$2.50; non-res. \$20.
13	4,549 76	105 59	.....	504 04	5,159 39	1 84	\$7.50.
14	8,665 87	55 76	162 42	3,692 24	12,576 29	.....	Res. \$10; non-res. \$16.
15	7,004 68	353 12	197 00	1,523 42	9,078 22	9 55	Res. \$10; non-res. \$20.
16	16,976 00	621 74	1,632 35	5,224 21	24,454 30	739 20	Free city pupils; \$1 per mo. Co.; \$1 per mo. Form IV.; others \$3 per mo.
17	5,100 00	532 49	181 08	365 28	6,178 85	192 71	H. S. Dist. free; others \$5.
18	5,750 01	203 43	100 37	1,257 64	7,311 45	392 65	Res. free; non-res. \$10.
19	13,039 97	10,378 81	97 14	2,876 28	26,392 20	2,509 74	\$15, \$27.
20	9,500 00	118 67	243 56	1,417 76	11,279 99	97 19	\$7, \$15.
21	4,980 00	175 66	89 50	1,452 07	6,697 23	159 16	Res. \$5; non-res. \$16; Co. \$5.
22	8,060 00	1,100 00	138 75	1,891 46	11,190 21	.....	Res. \$5, 1st Form; \$10, 2nd, 3rd, 4th; non-res. \$25.
23	4,404 46	289 50	95 70	1,160 46	5,950 12	.....	Res. \$6; non-res. \$9; Co. \$9.
24	5,680 42	548 20	.....	1,013 19	7,241 81	116 12	Res. free; non-res. & Co. \$10.
25	4,899 87	34 29	16 40	738 71	5,659 27	588 28	Res. \$6, \$3, \$10; non-res. \$12.
26	7,150 00	839 22	117 87	1,399 90	10,096 99	1,514 32	Res. & Co. \$10; non-res. \$20.
27	6,601 15	372 93	520 95	1,114 81	8,609 84	191 13	\$10.
28	7,466 82	97 29	170 01	1,281 43	9,015 55	8	Co. \$5; outsiders \$16.
29	4,933 02	29 00	.....	766 00	5,728 02	243 65	Res. \$5; non-res. \$15; Co. \$10.
30	7,020 00	800 02	149 57	1,397 17	9,366 76	.....	Co. \$10; others free.
31	16,885 98	587 76	147 66	2,255 89	19,877 29	1,665 26	\$20, \$23, \$32.
32	15,220 00	263 09	47 03	1,565 03	17,095 15	512 05	Form I. \$20, II. \$23, III., IV. \$32; non-res. \$6 additional.
33	15,600 00	514 09	167 70	1,618 00	17,899 79	985 89	\$20, \$23, \$32.
34	4,760 00	89 45	.....	732 37	5,581 82	.....	Res. \$6; non-res. \$6; Co. \$6.75.
35	7,180 00	164 88	99 30	1,488 87	8,933 05	973 27	Town & Co. \$7.50; others \$10.
1	271,350 94	21,911 33	7,953 63	54,978 83	356,194 73	16,067 22	{ 7 free. 28 fee.
2	262,529 87	60,925 56	5,053 42	77,252 63	405,761 48	23,305 42	{ 9 free. 26 fee.
3	8,821 07	.....	2,900 21	.....	.....	.....	2 fee.
4	.....	39,014 23	.....	22,273 80	49,566 75	7,238 20	2 free.
5	76	6	2	16	.....	.....

VIII.—TABLE H.—The

High Schools.	No. of High Schools.	Receipts.						
		Legislative grant for teachers' salaries.	Municipal grants (county).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts.	
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 Alexandria.....	1	413 08	421 73	1,734 00		5,900 07	8,468 88	
2 Almonte.....	1	674 96	674 96	2,000 00	451 00	930 10	4,731 02	
3 Arnprior.....	1	590 38	590 38	1,433 78	121 80	990 03	3,726 37	
4 Arthur.....	1	492 42	546 72	500 00	445 00	101 59	2,085 73	
5 Athens.....	1	700 82	1,662 45	1,800 00		2,940 24	7,103 51	
6 Aurora.....	1	638 24	700 00	900 00	577 00	400 00	3,215 24	
7 Beamsville.....	1	456 54	600 00	500 00	97 00	215 98	1,869 52	
8 Belleville.....	1	765 22		2,627 86	1,200 33	115 00	4,708 41	
9 Berlin.....	1	816 72	2,478 15	1,766 66	966 00	793 22	6,820 75	
10 Bowmanville.....	1	827 98	827 98	1,613 17	124 00	3,074 65	6,467 78	
11 Bradford.....	1	604 68	1,609 89	300 00	935 75	661 86	4,112 18	
12 Brampton.....	1	798 10	1,322 10	2,300 00	1,583 00	136 27	6,139 47	
13 Brighton.....	1	444 12	444 12	800 00	112 50	980 65	2,781 39	
14 Caledonia.....	1	579 04	1,429 04	1,000 00	557 00	867 01	4,432 09	
15 Campbellford.....	1	634 34	1,379 25	2,429 81	924 50		5,367 90	
16 Carleton Place.....	1	660 34	560 34	2,000 00	242 50	2,837 57	6,300 75	
17 Cayuga.....	1	463 68	1,291 68	450 00	244 50	239 24	2,689 10	
18 Colborne.....	1	451 48	1,121 17	850 00	172 50	378 06	2,973 21	
19 Cornwall.....	1	757 84	1,935 99	2,925 85	115 00	2,342 44	8,077 12	
20 Deseronto.....	1	704 04	704 04	2,900 00	76 00	100 00	4,484 08	
21 Dundas.....	1	623 06	300 00		826 50	2,729 11	4,478 67	
22 Dunnville.....	1	658 50	658 50	950 00	395 75	1,503 22	4,165 97	
23 Dutton.....	1	586 96	775 25	1,344 60	72 00	1,648 06	4,426 87	
24 Elora.....	1	524 54	851 36	1,000 00	471 00	47 01	2,893 91	
25 Essex.....	1	665 02	1,382 71	1,000 00	8 54	140 16	3,196 43	
26 Fergus.....	1	537 22	537 22	1,169 37	236 50	63 13	2,543 44	
27 Forest.....	1	587 64	587 64	700 00	803 50	543 18	3,221 96	
28 Gananoque.....	1	524 58	724 58	1,658 66	24 50		2,932 32	
29 Georgetown.....	1	660 62	803 76	915 29	1,335 00		3,714 67	
30 Glencoe.....	1	663 92	1,015 03	800 00	943 50	1,140 09	4,562 54	
31 Gravenhurst.....	1	850 08		680 00	323 00	814 18	2,587 26	
32 Grimsby.....	1	422 28	600 00	250 00	129 00	165 96	1,567 24	
33 Hagersville.....	1	618 80	1,335 72	600 00	306 50	689 57	3,550 59	
34 Harriston.....	1	721 04	1,032 09	1,000 00	2,072 50	41 05	4,866 68	
35 Hawkesbury.....	1	471 96	841 96	800 00	48 00	98 02	2,259 94	
36 Iroquois.....	1	690 46	2,201 60	1,900 00	358 95	42 21	5,193 22	
37 Kemptville.....	1	683 32	883 32	1,239 04	753 00		3,558 68	
38 Kincardine.....	1	779 70	1,630 92	1,100 00	967 50	265 10	4,743 22	
39 Listowel.....	1	659 82	659 82	1,000 00	1,048 50	186 54	3,554 68	
40 Lucan.....	1	637 00	956 87	400 00	938 75	260 36	3,192 98	
41 Madoc.....	1	542 56	542 56		163 00	1,651 84	2,899 96	
42 Markham.....	1	639 54	814 64	700 00	1,254 00	574 98	3,983 16	
43 Meaford.....	1	663 00	1,026 00	1,275 00	914 00	1,736 12	5,614 12	
44 Mitchell.....	1	598 56	598 56	1,000 00	488 00	628 02	3,313 14	
45 Mount Forest.....	1	673 22	673 22	1,400 00	815 75	4,620 01	8,182 20	
46 Newburgh.....	1	533 50	1,000 00	363 53		274 84	2,171 87	
47 Newcastle.....	1	422 98	640 17	1,284 68	144 15	31 71	2,523 69	
48 Newmarket.....	1	634 80	881 30	700 00	967 00	633 06	3,816 16	
49 Niagara.....	1	445 74		34 50	23 00	845 00	1,348 24	
50 Niagara Falls.....	1	516 58	119 10	7,372 15	64 00	2,044 61	10,116 44	
51 " South.....	1	549 82	687 28	1,200 00	42 00	313 95	2,793 05	
52 Norwood.....	1	618 70	580 86	1,004 82	583 75	302 16	3,090 29	
53 Oakville.....	1	480 24	124 00	785 91	467 25	808 59	2,665 99	
54 Omemece.....	1	428 04	428 04		207 00	564 79	1,627 87	
55 Orangeville.....	1	738 30	981 44	1,550 00	1,327 00	278 74	4,875 48	
56 Orillia.....	1	761 98	1,026 34	2,100 00	875 55	7 13	4,771 00	
57 Oshawa.....	1	691 76	691 76	2,170 00	833 25	601 63	4,988 40	
58 Paris.....	1	598 14	1,053 79	1,500 00	51 00	688 02	3,890 95	

High Schools.

Expenditure.						Charges per year.	
Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balances.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
1 1,500 00	5,570 00		465 53	7,535 53	933 35	Free.	
2 2,951 70	600 00		671 11	4,222 81	508 21	Res. \$1; non-res. \$11; Co. \$6.	
3 2,549 99		75 07	470 93	3,095 99	630 38	Res. free; others \$10.	
4 1,625 00	22 00	55 73	297 55	2,000 28	85 45	\$10.	
5 3,012 35	110 65	59 33	2,831 66	6,013 99	1,089 52	Res. free; non-res. \$10; Co. \$2.50.	
6 2,420 37	33 12	36 87	605 74	3,096 10	119 14	\$10.	
7 1,300 00	258 96		263 13	1,822 09	47 43	Co. \$5; outside Co. \$10.	
8 4,160 09	273 68		274 64	4,708 41		Res. free; non-res. \$16.	
9 4,684 75	531 75		735 66	5,952 16	868 59	Town & Co. \$10; non-res. \$15.	
10 4,066 68	19 05	66 45	2,315 60	6,467 78		\$4, \$6, \$7.50.	
11 2,536 31	121 30	151 00	582 29	3,390 90	721 28	\$10.	
12 4,434 31	630 51	67 56	841 61	5,973 99	165 48	\$10.	
13 1,329 25	79 77	46 56	537 54	1,993 12	788 27	\$7.50.	
14 2,537 50	212 02	145 16	332 35	3,227 03	1,205 06	\$4.50.	
15 2,866 68	23 86	41 44	2,435 92	5,367 90		Res. \$6; non-res. \$15; Co. \$7.50.	
16 3,168 25	57 00		474 93	3,700 18	2,600 57	Res. free; non-res. \$10; Co. \$5.	
17 2,090 00	51 02	31 66	289 64	2,462 32	226 78	\$4.50.	
18 1,465 04	82 42	114 43	337 09	1,998 98	974 23	\$7.50.	
19 3,700 00		2 85	1,095 43	4,798 28	3,278 84	Free.	
20 3,132 50	254 56	32 42	965 65	4,385 13	98 95	"	
21 2,447 91	121 45	65 83	322 20	2,957 39	1,521 28	\$9.50.	
22 3,100 00	95 60		816 37	4,011 97	154 00	\$4.50.	
23 2,684 98	167 50		550 42	3,402 90	1,023 97	Free.	
24 2,200 98	23 12	38 55	312 10	2,574 75	319 16	Res. \$5; non-res. and Co. \$10.	
25 2,616 97	189 14	51 40	197 86	3,055 37	141 06	Free.	
26 2,150 00	31 55	63 25	298 64	2,543 44		Res. free; non-res. & Co. \$10.	
27 2,250 00	123 41	2 00	845 14	3,220 55	1 41	\$10.	
28 2,285 18	107 32	103 75	436 07	2,932 32		\$2.50.	
29 2,930 33	87 61	54 90	641 83	3,714 67		\$5, \$8, L. C.	
30 2,586 69	66 04		1,884 99	4,537 72	24 82	\$10, \$20.	
31 1,538 32			300 05	1,838 37	748 89	\$10.	
32 1,305 00	50 99	27 73	183 52	1,567 24		\$5.	
33 2,450 00	39 99	31 55	791 62	3,313 16	237 43	\$4.50.	
34 3,629 38	117 46		1,081 20	4,828 04	38 64	Res. and Co. \$10; non-res. \$15.	
35 1,549 36	300 00		350 34	2,199 70	60 24	Res. free; out Co. \$1 per mo.	
36 2,980 00	346 78	148 79	921 65	4,397 22	796 00	\$6.	
37 2,853 12	76 91	64 84	563 81	3,558 68		Co. \$2.50; others \$10.	
38 3,948 05	73 40	31 71	589 80	4,642 96	100 26	Co. \$10; town \$8.	
39 2,500 06	173 66	32 31	848 65	3,554 68		\$10.	
40 2,430 99	52 86	47 79	645 04	3,176 68	16 30	\$10.	
41 1,884 78	13 77	18 15	983 26	2,899 96		\$7.	
42 2,770 00	73 07	26 86	633 71	3,503 64	479 52	\$10	
43 2,625 00	1,291 27	2 20	1,364 34	5,282 81	331 31	Res. \$8; others \$10.	
44 2,550 00	5 80	23 64	570 53	3,149 97	163 17	Res. \$6; Co. \$10.	
45 2,526 36	31 42	4 60	5,450 38	8,012 76	169 44	\$10.	
46 1,116 58			276 63	1,393 21	778 66	Free.	
47 1,450 00	33 61		672 12	2,155 73	367 96	Res. free, others \$7.50.	
48 2,450 00	415 14	151 28	737 97	3,754 39	61 77	\$10.	
49 1,050 00			247 80	1,297 80	50 44	Res. free; Co. \$10.	
50 4,196 65	2,906 99	296 36	957 52	8,357 52	1,758 92	Free.	
51 1,992 94	198 27	573 35		2,764 56	28 49	"	
52 2,156 13	387 50	102 90	443 76	3,090 29		Res. \$6; non-res. \$9.	
53 1,800 00	55 02	5 90	349 83	2,210 75	455 24	\$5, \$8.	
54 1,400 36			222 51	1,622 87	5 00	Res. free; non-res. \$10.	
55 3,361 01	535 36	96 63	392 38	4,385 38	490 10	\$10.	
56 3,896 21	145 78	61 33	572 73	4,676 05	94 95	Res. \$5; non-res. \$10.	
57 3,650 00	169 61	35 59	727 46	4,582 66	405 74	1st D. free; others \$7.50.	
58 2,606 80		20 77	592 69	3,220 26	670 69	Res. free; non-res. of Co. \$4.50.	

VIII.—TABLE H.—The

High Schools.	No. of High Schools.	Receipts.						Total receipts.
		Legislative grant for teachers' salaries.	Municipal grants (county).	Municipal grants (local).	Fees.	Balances and other sources.		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
59 Parkhill.....	1	618 70	699 87	900 00	448 50	560 07	3,227 14	
60 Pembroke	1	590 40	590 40	2,058 24	47 00	116 10	3,402 14	
61 Petrolea	1	743 14	1,097 42	2,600 00	315 50	1,268 66	6,024 72	
62 Picton	1	707 12	1,660 38	500 00	157 00	2,019 50	5,044 00	
63 Port Arthur.....	1	1,141 64	.....	1,675 06	.....	750 90	3,567 60
64 " Dover.....	1	455 16	455 16	750 84	48 00	.....	1,709 16
65 " Elgin	1	621 24	689 84	650 00	843 50	425 41	3,229 99	
66 " Hope	1	724 88	1,085 03	1,900 00	991 65	632 27	5,333 83	
67 " Perry	1	695 52	1,234 49	1,350 00	511 00	192 64	3,983 65	
68 " Rowan	1	422 74	211 37	513 95	28 00	448 40	1,624 46	
69 Prescott	1	426 66	400 00	1,596 82	90 50	.....	2,513 98
70 Renfrew	1	530 74	1,260 08	784 10	51 70	1,214 84	3,840 96	
71 Richmond Hill	1	448 50	712 50	250 00	499 25	217 77	2,128 02	
72 Simcoe	1	567 88	1,371 06	2,246 02	16 00	105 00	4,305 96	
73 Smith's Falls.....	1	692 06	610 56	1,950 89	381 50	117 75	3,752 76	
74 Smithville	1	466 44	700 00	781 55	293 00	803 62	3,044 61	
75 Sterling	1	487 60	487 60	1,000 00	.....	211 02	2,186 22
76 Streetsville.....	1	432 64	808 89	200 00	247 00	262 82	1,951 35	
77 Sydenham	1	597 54	1,897 54	.....	178 50	122 26	2,795 84
78 Thorold	1	503 62	629 52	650 00	.....	348 41	2,131 55
79 Tilsonburg	1	471 72	431 72	2,602 40	261 65	650 10	4,417 59	
80 Toronto Junction.....	1	629 98	330 84	3,133 08	788 25	270 39	5,152 54	
81 Trenton	1	598 00	294 40	2,082 00	195 00	1,147 12	4,316 52	
82 Uxbridge	1	644 00	1,180 48	1,000 00	674 27	296 68	3,795 43	
83 Vankleekhill.....	1	591 80	1,074 21	2,885 00	179 00	254 01	4,984 02	
84 Vienna	1	482 08	800 00	325 00	.....	461 84	2,068 92
85 Walkerton	1	738 98	1,370 19	1,500 00	1,445 00	884 21	5,938 38	
86 Wardsville	1	432 40	432 40	615 00	176 00	1,829 26	3,485 06	
87 Waterdown	1	452 34	852 34	150 00	167 50	280 80	1,902 98	
88 Waterford.....	1	641 00	1,681 51	1,250 00	158 50	74 36	3,805 37	
89 Watford	1	623 98	623 48	.....	1,034 00	996 58	3,278 04
90 Welland	1	654 36	1,369 05	1,200 00	91 00	404 78	3,719 19	
91 Weston	1	536 58	350 00	.....	277 50	354 33	1,518 41
92 Wiarton	1	481 40	481 40	1,378 06	446 00	130 51	2,917 37	
93 Williamstown	1	521 54	.....	1,044 00	.....	2,678 05	4,243 59
94 Windsor	1	978 42	991 91	4,639 77	.....	.....	6,610 10
1 Total, 1894.....	94	56,930 80	78,813 04	119,860 46	41,268 84	71,516 09	368,389 23	
2 " 1893.....	94	56,577 28	88,005 83	151,821 97	39,239 39	136,009 30	471,653 77	
3 Increase .....	.....	353 52	.....	.....	2,029 45	.....	.....
4 Decrease .....	.....	.....	9,192 79	31,961 51	.....	64,493 21	103,264 54
5 Percentage .....	.....	15	21	33	12	19	.....

Cost per pupil, \$27.35.

High Schools.

Expenditure.						Balances.	Charges per year
Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.			
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
59 2,311 31	52 06	69 76	421 54	2,854 67	372 47	Res. Forms I., II. \$6, III. \$8; non-res. \$10.	
60 2,729 77	186 75	7 75	477 87	3,402 14		Free.	
61 3,900 00	256 12		454 31	4,610 43	1,414 29	Town free; Co. \$10; others \$10.	
62 3,783 35	257 57	144 91	262 05	4,447 88	596 12	Free.	
63 2,411 25			508 36	2,919 61	647 99	"	
64 1,500 00			209 16	1,709 15		"	
65 2,597 58	93 48	57 10	402 15	3,150 31	79 68	Res. \$6.50; non-res. & Co. \$10.	
66 4,058 33	351 03	108 22	398 43	4,916 01	417 82	Town \$9; others \$7.50.	
67 3,300 00	110 00	118 40	454 43	3,982 83	82	First Form free; other forms \$7.50.	
68 1,335 59	35 39	54 13	199 35	1,624 46		Free.	
69 1,833 32	14 35	34 35	576 01	2,458 03	55 95	Res. free; non-res. \$2.50.	
70 2,308 41	28 99	69 69	372 57	2,779 66	1,061 30	Free.	
71 1,628 99	215 00	15 00	58 54	1,917 53	210 49	\$10.	
72 3,350 00	43 30	147 58	765 08	4,305 96		Res. free; non-res. \$10.	
73 3,240 00	290 48		222 28	3,752 76		Co. \$5; non res. \$10.	
74 1,720 34	24 30		715 17	2,459 81	584 80	\$10.	
75 1,750 00		61 88	374 34	2,186 22		Free.	
76 1,400 00	58 78	24 98	288 23	1,771 99	179 36	\$4.	
77 2,450 00	9 63		296 63	2,756 26	39 58	Res. \$5; non-res. \$6.	
78 1,599 96	18 41	19 50	318 61	1,956 48	175 07	Free.	
79 2,018 85	1,920 96	42 35	318 66	4,300 82	116 77	\$6.	
80 2,814 25	1,819 40		484 49	5,118 14	34 40	\$10.	
81 2,495 60	46 74	81 65	980 47	3,604 46	712 06	Res. free; non-res. \$9.	
82 2,772 75	75 55	10 00	614 63	3,472 93	322 50	Res. \$5; non-res. \$7.50.	
83 2,750 60	1,147 38	50 47	470 40	4,418 85	565 17	Res free; non-res. \$10.	
84 1,328 96	7 90	54	604 47	1,941 87	127 05	Free.	
85 3,940 00	699 21	15 20	23 35	4,677 76	1,260 62	\$10.	
86 1,335 75	12 01	39 02	2,043 85	3,430 63	54 43	Res. \$3; non-res. \$10.	
87 1,540 60	13 60	29 23	231 66	1,815 09	87 89	\$5.	
88 2,165 00	322 75	137 89	934 13	3,559 77	245 60	Vill. \$4.50; Co. free; others \$36.	
89 2,122 00	56 83		559 81	2,738 64	539 40	\$10.	
90 3,000 00	129 66	51 89	537 64	3,719 19		Free.	
91 862 44	10 00	50 40	306 56	1,229 40	289 01	\$10.	
92 1,857 00	304 23	95 52	660 62	2,917 37		Res. \$5; non-res. \$10.	
93 1,402 88	135 28	7 05	2,673 67	4,218 88	24 71	Free.	
94 5,024 90	62 41	13 02	1,509 77	6,610 10		"	
1 236,090 69	26,248 62	4,667 97	65,330 21	332,337 49	36,051 74	{ 38 free. 56 fee.	
2 237,458 84	97,340 98	5,406 93	77,754 10	417,960 85	53,692 92	{ 47 free. 47 fee.	
3						9 fee.	
4 1,368 15	71,092 36	738 96	12,423 89	85,623 36	17,641 18	9 free.	
5 71	8	1	20				

IX.—TABLE I.—The

Collegiate Institutes.	Number of pupils in the							
	Pupils.			Average attendance.	Percentage of average attendance.	Reading and Orthoepey.	English Grammar.	English Composition and Rhetoric.
	Boys.	Girls.	Total.					
1 Aylmer	103	107	210	136	65	143	210	210
2 Barrie	144	114	258	149	58	192	258	258
3 Brantford	135	164	299	193	65	239	295	299
4 Brockville	142	148	290	178	61	245	290	290
5 Chatham	152	191	343	200	58	343	343	343
6 Clinton	106	95	201	122	61	197	197	197
7 Cobourg	63	90	153	96	63	115	153	153
8 Collingwood	127	132	259	137	53	166	259	259
9 Galt	134	137	271	167	62	190	271	271
10 Goderich	113	137	250	159	64	182	250	250
11 Guelph	133	140	273	170	62	202	273	273
12 Hamilton	300	401	701	462	66	439	700	698
13 Ingersoll	82	87	169	105	62	140	169	169
14 Kingston	213	194	407	238	58	281	405	405
15 Lindsay	177	184	361	203	56	263	361	361
16 London	415	421	836	538	64	595	805	812
17 Morrisburg	111	130	241	151	62	212	239	239
18 Napanee	129	125	254	178	70	180	254	254
19 Ottawa	230	253	483	302	64	374	483	483
20 Owen Sound	212	207	419	250	60	419	419	419
21 Perth	89	116	205	134	66	172	205	205
22 Peterborough	142	138	280	189	68	196	276	276
23 Ridgetown	122	130	252	142	57	197	252	252
24 Sarnia	108	153	261	152	58	229	261	261
25 Seaforth	102	119	221	138	62	160	210	216
26 Stratford	169	161	330	201	61	266	326	329
27 Strathroy	141	142	283	181	64	246	280	280
28 St. Catharines	162	177	339	200	59	245	339	339
29 St. Mary's	128	125	253	167	66	164	252	252
30 St. Thomas	170	188	358	242	68	268	358	358
31 Toronto (Harbord)	255	274	529	349	66	349	529	529
32 " (Jarvis)	224	205	429	255	60	294	429	429
33 " (Jameson)	207	185	392	223	57	261	392	392
34 Whitby	94	85	179	121	69	179	179	179
35 Woodstock	177	208	385	237	62	249	375	375
1 Total, 1894	5,511	5,863	11,374	7,065	62	8,592	11,297	11,315
2 " 1893	5,308	6,025	11,333	6,773	60	8,764	11,299	11,267
3 Increase	203		41	292	2			
4 Decrease		162				172	2	48
5 Percentage	49	51				77	99	99

Collegiate Institutes.

different branches of instruction.

	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.	Greek.
1	210	210	210	193	205	176	28	74	58	46	13	69	5
2	257	256	256	257	257	255	12	154	49	154	.....	117	13
3	295	293	293	239	295	295	30	119	39	33	9	154	20
4	290	290	290	275	290	228	19	75	39	73	2	91	13
5	343	343	343	333	343	273	13	140	53	63	4	178	27
6	197	197	197	175	197	163	12	120	53	120	4	53	8
7	153	153	153	138	153	121	15	37	25	20	5	35	1
8	259	259	238	238	259	259	21	119	81	84	14	79	22
9	271	271	271	256	265	215	20	171	62	171	7	113	15
10	250	250	250	228	248	248	22	180	72	155	7	63	7
11	273	273	273	248	273	210	25	61	45	51	8	128	22
12	698	701	701	625	697	604	101	184	166	211	37	278	49
13	169	169	169	160	169	169	11	52	31	40	2	65	1
14	407	398	221	399	392	291	11	144	40	126	5	241	29
15	361	363	256	356	361	253	13	146	93	146	4	142	16
16	809	773	773	732	794	733	69	693	181	627	26	298	35
17	239	239	239	231	239	239	17	103	52	85	8	55	11
18	254	254	254	234	254	254	28	145	43	145	11	112	13
19	483	483	483	483	483	483	33	95	44	88	6	353	48
20	419	419	419	365	419	344	54	173	144	101	23	119	19
21	205	205	205	198	205	142	12	107	32	85	2	75	13
22	276	276	270	240	240	240	36	32	70	32	3	150	16
23	249	252	228	242	252	280	24	160	72	142	10	64	8
24	261	261	261	260	261	181	5	86	41	73	1	118	7
25	216	216	210	210	221	221	10	78	50	78	4	84	4
26	329	326	266	307	329	225	29	125	68	28	7	120	14
27	280	280	280	270	275	275	15	140	75	120	12	70	10
28	339	339	339	320	339	339	31	18	64	18	6	154	20
29	252	252	252	241	252	214	23	60	71	38	8	104	22
30	358	358	358	326	358	264	30	179	74	169	9	145	25
31	529	529	529	523	529	529	62	111	110	151	16	345	42
32	429	429	429	429	429	429	80	167	100	163	9	298	27
33	392	392	261	383	392	335	26	102	82	125	14	286	29
34	179	179	170	179	139	100	10	55	28	51	3	99	8
35	380	380	380	365	377	377	32	109	115	70	11	132	16
1	11,311	11,268	11,727	10,658	11,191	9,964	979	4,614	2,422	3,882	310	4,987	635
2	11,244	11,258	10,712	10,816	11,084	9,624	815	4,092	2,205	3,494	276	4,734	546
3	67	10	15	.....	107	340	164	522	217	388	34	253	89
4	.....	.....	.....	158	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	99	99	99	96	99	87	9	41	22	34	3	44	6

IX.—TABLE I.—The

Collegiate Institutes.	Number of pupils in the							
	French.	German.	Writing.	Precis Writing and Indexing.	Bookkeeping and Commercial Transactions.	Phonography.	Drawing.	Agricultural Chemistry.
1 Aylmer	47	21	81	143	143	.....	134	.....
2 Barrie	105	10	2	70	190	.....	190	.....
3 Brantford	201	79	138	138	200	138	200	.....
4 Brockville	137	22	135	239	239	.....	239	.....
5 Chatham	161	32	148	.....	273	.....	273	.....
6 Clinton	79	14	62	26	120	31	120	.....
7 Cobourg	99	18	72	72	115	.....	15	.....
8 Collingwood	90	7	154	.....	154	.....	154	.....
9 Galt	88	80	86	184	184	42	184	.....
10 Goderich	98	26	58	.....	160	9	160	.....
11 Guelph	119	56	133	133	133	.....	133	.....
12 Hamilton	393	171	385	.....	385	.....	385	.....
13 Ingersoll	97	24	140	56	140	.....	140	.....
14 Kingston	236	121	94	176	176	126	126	.....
15 Lindsay	134	22	204	202	202	40	202	.....
16 London	317	93	570	570	570	250	570	.....
17 Morrisburg	117	13	89	89	89	.....	100	42
18 Napanee	124	40	116	.....	180	180	180	.....
19 Ottawa	241	61	295	.....	374	.....	.....	.....
20 Owen Sound	128	18	75	.....	235	.....	235	.....
21 Perth	121	10	100	46	160	.....	160	.....
22 Peterborough	190	10	120	.....	.....	.....	210	.....
23 Ridgetown	78	16	192	192	192	.....	192	.....
24 Sarnia	116	7	105	.....	140	.....	140	.....
25 Seaforth	131	7	67	160	160	.....	160	.....
26 Stratford	59	96	225	.....	225	.....	225	.....
27 Strathroy	90	30	166	166	166	12	166	.....
28 St. Catharines	169	14	245	245	245	.....	245	.....
29 St. Mary's	92	12	39	.....	164	.....	164	.....
30 St. Thomas	146	26	94	209	209	94	209	.....
31 Toronto (Harbord)	421	204	71	.....	311	95	311	.....
32 " (Jarvis)	361	114	93	218	218	50	223	.....
33 " (Jameson)	268	116	118	65	228	80	219	.....
34 Whitby	80	15	92	96	126	42	99	40
35 Woodstock	189	83	186	186	186	132	165	.....
1 Total, 1894	5,522	1,688	4,950	3,681	6,992	1,321	6,628	82
2 " 1893	5,652	1,727	5,207	4,404	7,745	719	7,721	32
3 Increase .....	.....	.....	.....	.....	.....	602	.....	50
4 Decrease	130	39	257	723	753	.....	1,093	.....
5 Percentage	49	15	44	33	61	12	58	1

Different branches of instruction.					Examinations, etc.								
Temperance and Hygiene.	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	How many pupils obtained Commercial Certificates?	How many passed the Primary Examination?	How many passed the Junior Leaving Examination?	How many passed the Senior Leaving Examination?	How many matriculated at any University.	Senior.	Junior.	1st Class Honors, how many?	2nd Class Honors, how many?
1		103	107	103	42	16	12	6	3	1	2		
2		142	113	142	44	23	11	1	4		4	1	
3		135	155	133	60	24	14	9	12		12	9	7
4		142	148	142	88	15	4	2	1		1		
5		330	330	330	40	29	13	5	8		8	3	9
6		101	95	76	22	16	13	3	4		4	2	3
7		60	86	60	23	14	7	2	2	1	1	2	
8		250	250		33	14	15	7	5		5		
9		131	120	129	47	26	21	4	11		11	1	4
10		113	137	113	61	26	15	5	3	2	1	1	8
11		265	265	265	49	22	18	2	5		5	1	2
12	240	691	691	691	108	37	25	23	17		17	12	3
13		80	87	82	11	10	8	4	1		1	2	2
14		146	82		10	4	5		25	2	23	14	14
15		177	184	177	66	30	9		3		3	1	1
16		825	825	825	135	58	41	11	19		19	23	21
17		111	130	241	38	24	13	6	4		4		
18	42	254	254	254	39	18	8	4	5	1	4	3	3
19		224	469	469	15	14	4	1	4		4	2	3
20		419	419	212	118	46	45	7	16		16	14	9
21		194	194	194	42	20	10	2	1		1		
22		280	280	280	38	36	22	9	9	1	8	6	5
23		218	218	122	49	26	21	1	4		4	3	2
24		102	151	102	23	26	9		6		6		2
25		102	119	102	44	26	14	4	1		1	1	2
26		165	158		42	28	20	4	9	4	5		2
27		141	142	141	32	23	19	3	12		12	5	1
28		245	245	192	60	18	8	3	10	1	9		3
29		253	125	128	52	25	17	5	8		8	5	8
30	152	170	188	170	78	25	25	7	10		10	20	13
31		216	274	255	82	60	23	7	33		33	26	27
32		215	192	407	18	8	11	3	13		13	8	9
33		194	166	194	21	12	20	3	14		14	19	11
34		150	150	73	42	11	7		5	1	4	1	3
35		385	385	177	68	51	33	6	16		16	5	6
1	240	194	7,729	6,981	1,740	861	560	159	303	14	289	190	193
2	185	310	7,358	7,753	6,836	1,247	941	476	120	17	202	119	127
3	55		181	145	493		84	39	83		87	71	66
4		116	129			80				3			
5	2	2	68	70	61	15	8	5	1	3	....	2	2

IX.—TABLE I.—The

High Schools.	Number of							
	Pupils.			Average attendance.	Percentage of average attendance.	Reading and Orthoepey.	English Grammar.	English Composition and Rhetoric.
	Boys.	Girls.	Total.					
1 Alexandria	27	32	59	33	56	.....	59	59
2 Almonte	84	100	184	114	62	142	184	184
3 Arnprior	47	67	114	71	62	95	114	114
4 Arthur	46	46	92	55	60	83	91	92
5 Athens	86	109	195	123	63	105	195	195
6 Aurora	49	55	104	62	60	59	80	80
7 Beamsville	32	31	63	38	60	55	63	63
8 Belleville.....	118	149	267	165	62	267	267	267
9 Berlin	86	82	168	98	58	136	168	168
10 Bowmanville	98	97	195	116	60	143	160	160
11 Bradford	87	75	162	93	57	124	162	162
12 Brampton	104	91	195	128	66	131	195	195
13 Brighton	38	38	76	46	61	68	74	74
14 Caledonia	67	77	144	95	66	112	144	144
15 Campbellford	84	98	182	102	56	132	182	182
16 Carleton Place	50	86	136	91	67	101	136	136
17 Cayuga	35	37	72	52	72	63	63	63
18 Colborne	32	44	76	42	55	50	76	76
19 Cornwall	68	122	190	120	63	164	190	190
20 Deseronto	51	64	115	63	55	115	115	115
21 Dundas	58	68	126	71	56	126	126	126
22 Dunnville	73	63	136	90	66	136	136	136
23 Dutton	30	56	86	60	70	62	69	69
24 Elora	47	38	85	52	61	63	85	85
25 Essex	58	53	111	73	66	83	111	111
26 Fergus	82	65	147	90	61	147	147	147
27 Forest	64	60	124	78	63	100	124	124
28 Gananoque	38	76	114	79	69	94	112	114
29 Georgetown	117	105	222	149	67	179	220	220
30 Glencoe	74	53	127	80	63	80	120	120
31 Gravenhurst.....	26	40	66	34	51	54	66	66
32 Grimsby	26	24	50	23	46	43	50	50
33 Hagersville	60	49	109	71	66	62	74	74
34 Harriston	137	95	232	129	56	125	232	232
35 Hawkesbury	29	49	78	60	77	78	78	78
36 Iroquois	69	73	142	93	65	128	142	142
37 Kemptville	134	91	225	122	54	181	225	225
38 Kincardine	75	77	152	89	59	105	139	152
39 Listowel	102	76	178	107	60	108	178	178
40 Lucan	77	50	127	81	65	127	127	127
41 Madoc	33	54	87	52	60	56	87	87
42 Markham	106	79	185	114	62	185	185	185
43 Meaford	53	79	132	84	64	107	132	132
44 Mitchell	62	72	134	85	64	105	133	133
45 Mt. Forest	69	64	133	86	65	109	131	131
46 Newburgh	43	49	92	54	59	92	92	92
47 Newcastle	26	36	62	38	61	62	62	62
48 Newmarket.....	77	71	148	90	61	112	146	146
49 Niagara	16	34	50	25	50	50	50	50
50 Niagara Falls	74	86	160	97	61	128	160	160
51 Niagara Falls S	40	53	93	51	55	80	93	93
52 Norwood	98	97	195	117	60	150	187	187

High Schools.

pupils in the different branches of instruction.

	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physica.	Chemistry.	Botany.	Zoology.	Latin.	Greek.
1	59	59	59	59	59	59	.....	.....	4	.....	.....	18	.....
2	184	184	184	184	184	157	6	4	28	3	.....	99	34
3	114	114	114	114	114	114	2	.....	10	.....	.....	58	10
4	92	92	99	91	92	53	1	65	10	70	.....	13	.....
5	195	155	105	195	195	190	.....	20	41	11	.....	87	5
6	82	82	82	82	82	82	2	6	20	6	.....	26	.....
7	63	63	55	63	63	40	.....	1	8	.....	.....	34	5
8	267	267	267	267	267	267	8	25	23	40	5	60	2
9	168	168	168	159	168	125	11	15	42	8	3	49	3
10	195	160	160	184	184	114	11	35	51	38	7	65	6
11	162	162	162	162	162	162	7	29	29	24	.....	73	6
12	195	195	195	195	195	156	15	16	48	10	.....	100	13
13	74	74	74	74	74	74	2	34	16	34	.....	32	1
14	144	140	140	144	140	140	.....	8	25	26	.....	49	3
15	182	182	182	182	180	180	8	92	46	72	4	40	4
16	136	136	128	130	136	100	8	23	21	10	.....	60	17
17	63	63	63	63	63	63	1	36	7	35	.....	27	.....
18	76	76	50	76	76	76	.....	8	19	5	.....	16	.....
19	190	190	190	190	190	190	.....	28	25	28	.....	59	.....
20	115	115	115	115	112	85	6	6	32	7	1	20	.....
21	126	126	126	126	126	88	.....	25	25	14	.....	35	2
22	136	135	135	121	133	136	20	16	19	14	.....	46	13
23	69	69	69	69	65	45	.....	13	6	13	.....	18	1
24	85	85	85	85	85	56	3	5	13	.....	.....	35	.....
25	111	111	83	101	111	70	10	37	22	27	4	43	2
26	147	147	147	147	147	147	2	6	33	.....	.....	82	10
27	124	124	124	124	124	124	.....	58	22	58	.....	28	4
28	114	114	114	112	114	75	2	7	17	7	.....	33	4
29	220	220	220	213	220	220	18	60	58	71	.....	120	3
30	120	120	120	109	120	120	11	19	32	13	.....	60	26
31	66	66	66	66	66	66	.....	8	12	4	.....	20	1
32	50	50	50	50	50	50	.....	.....	7	.....	.....	24	.....
33	74	74	74	77	77	77	4	15	18	32	.....	48	.....
34	232	232	232	232	232	232	25	85	107	85	9	52	10
35	78	78	78	78	78	78	.....	.....	.....	.....	.....	.....	1
36	142	142	142	138	142	142	4	71	28	20	.....	58	1
37	225	225	225	225	225	151	5	28	39	20	.....	58	3
38	152	152	152	139	152	122	13	25	29	12	.....	67	13
39	178	178	178	178	178	135	.....	40	69	17	.....	70	12
40	127	127	127	127	127	127	6	31	31	20	.....	61	4
41	87	87	87	83	87	87	3	61	28	48	.....	17	.....
42	185	185	170	170	185	185	15	31	28	21	2	83	11
43	132	132	132	127	132	107	5	22	31	16	1	31	4
44	133	131	131	131	133	133	.....	30	31	20	.....	25	.....
45	131	131	131	133	133	133	1	39	31	31	.....	52	3
46	92	92	92	92	92	92	.....	50	11	48	.....	29	5
47	62	62	62	62	62	62	.....	.....	16	.....	.....	27	1
48	146	146	146	146	146	146	.....	45	33	23	.....	49	2
49	50	50	50	50	50	21	.....	.....	4	.....	.....	15	.....
50	160	160	149	149	160	122	11	49	22	49	2	55	11
51	93	93	93	93	93	85	.....	33	16	33	.....	42	2
52	187	187	187	187	187	150	.....	98	38	44	.....	22	.....

IX.—TABLE I.—The

High Schools.	Number of							
	Pupils.			Average attendance.	Percentage of average attendance.	Reading and Orthoepey.	English Grammar.	English Composition and Rhetoric.
	Boys.	Girls.	Total.					
53 Oakville.....	45	49	94	52	55	86	94	94
54 Omemece	28	44	72	45	62	72	72	72
55 Orangeville.....	130	98	228	140	61	190	226	228
56 Orillia	97	122	219	124	56	212	219	219
57 Oshawa	86	76	162	112	69	116	161	162
58 Paris.....	43	51	94	57	61	94	94	94
59 Parkhill.....	52	40	92	57	62	67	92	92
60 Pembroke.....	58	62	120	67	56	102	120	120
61 Petrolea.....	65	92	157	101	64	133	157	157
62 Picton	109	118	227	136	60	186	227	227
63 Port Arthur.....	22	37	59	28	50	59	59	59
64 " Dover.....	39	50	89	54	61	77	89	89
65 " Elgin.....	82	66	148	89	60	125	146	146
66 " Hope	72	102	174	112	65	137	174	174
67 " Perry.....	90	84	174	100	57	143	174	174
68 " Rowan	23	36	59	28	47	43	56	56
69 Prescott.....	45	58	103	62	60	103	103	103
70 Renfrew.....	56	73	129	72	56	109	129	129
71 Richmond Hill	37	39	76	53	70	55	76	76
72 Simcoe.....	97	106	203	121	60	155	203	203
73 Smith's Falls.....	75	118	193	121	63	181	193	193
74 Smithville	46	40	86	54	63	68	86	86
75 Stirling.....	33	52	85	50	59	66	84	84
76 Streetsville	28	35	63	36	57	63	63	63
77 Sydenham.....	70	75	145	86	59	145	145	145
78 Thorold.....	19	51	70	41	59	70	70	70
79 Tilsonburg.....	46	44	90	55	60	90	90	90
80 Toronto Junction.....	67	54	121	64	61	121	121	121
81 Trenton	50	70	120	72	60	85	120	120
82 Uxbridge	73	58	131	77	67	87	131	131
83 Vankleekhill.....	66	97	163	106	64	125	163	163
84 Vienna.....	15	30	45	24	53	38	45	45
85 Walkerton.....	96	106	202	130	65	152	202	202
86 Wardsville.....	20	25	45	28	62	29	45	45
87 Waterdown.....	35	28	63	31	50	57	63	63
88 Waterford.....	67	58	125	80	64	102	124	124
89 Watford	58	97	155	95	61	123	154	154
90 Welland.....	69	100	169	100	59	145	169	169
91 Weston.....	51	41	92	56	54	85	92	92
92 Wiarton.....	56	58	114	67	59	114	114	114
93 Williamstown.....	29	44	73	57	78	61	73	48
94 Windsor.....	100	123	223	133	60	180	218	218
1 Total, 1894.....	5,807	6,342	12,149	7,398	61	10,001	12,051	12,045
2 Total, 1893.....	5,600	6,122	11,722	6,938	59	9,891	11,562	11,560
3 Increase.....	207	220	427	460	2	110	489	485
4 Decrease.....								
5 Percentage.....	48	52				82	99	99

High Schools.

pupils in the different branches of instruction.

Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Euclid.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.	Greek.
53	94	94	94	94	94	.....	52	18	45	.....	30	1
54	72	72	72	70	54	.....	31	20	28	.....	18	.....
55	228	227	224	227	227	7	69	53	47	.....	96	8
56	219	219	212	218	210	6	53	38	20	1	95	23
57	162	161	151	151	161	10	22	34	29	.....	85	2
58	94	94	94	94	94	.....	27	17	27	.....	37	.....
59	92	92	92	92	92	.....	22	25	21	.....	28	6
60	120	120	120	120	120	1	.....	120	.....	.....	56	4
61	157	157	157	157	157	4	72	20	75	.....	55	7
62	227	227	186	227	227	.....	52	32	42	.....	84	1
63	59	59	59	59	59	.....	.....	4	.....	.....	15	.....
64	89	89	89	89	89	.....	11	12	9	.....	51	.....
65	146	146	146	146	115	.....	34	43	24	.....	56	2
66	174	174	.....	174	134	15	14	42	14	.....	74	.....
67	174	174	166	174	174	8	35	39	16	.....	60	8
68	56	51	51	51	51	.....	41	21	41	.....	10	1
69	103	103	103	103	67	.....	5	22	.....	.....	42	.....
70	129	129	129	127	63	3	7	9	.....	.....	67	14
71	76	76	76	75	76	1	2	19	2	.....	32	2
72	203	203	203	197	203	6	59	40	60	.....	82	8
73	193	193	193	181	193	12	27	56	27	5	70	12
74	86	86	86	86	64	.....	21	21	15	.....	38	4
75	85	85	65	84	65	2	43	18	27	.....	35	4
76	63	63	63	63	63	.....	1	7	1	.....	27	.....
77	145	145	146	145	145	.....	70	18	57	.....	35	8
78	70	70	70	70	70	.....	1	11	.....	.....	19	.....
79	90	90	90	90	90	2	19	10	16	1	38	1
80	121	121	121	121	73	.....	14	22	5	.....	64	5
81	120	120	120	115	120	3	26	30	13	.....	40	1
82	131	131	131	131	103	6	24	41	11	.....	53	4
83	163	148	125	148	163	15	13	29	12	3	44	5
84	45	45	45	45	45	.....	13	7	9	.....	12	.....
85	202	202	202	202	148	5	47	38	31	.....	71	7
86	45	45	45	45	45	.....	19	16	18	.....	12	.....
87	63	63	63	63	63	.....	31	8	31	.....	16	.....
88	124	124	124	124	123	.....	103	16	73	.....	43	.....
89	154	154	154	154	154	7	53	24	53	.....	8	.....
90	169	169	169	169	112	.....	38	20	38	.....	87	22
91	92	92	92	92	76	5	7	14	6	.....	50	.....
92	114	114	96	114	87	2	16	16	16	.....	53	3
93	73	73	73	73	73	.....	.....	2	.....	.....	26	15
94	215	215	180	214	219	8	69	25	60	5	95	10
1	12,105	12,001	11,691	11,746	12,062	10,605	374	2,721	2,458	2,206	53	445
2	11,458	11,612	11,339	11,481	11,565	9,848	304	3,006	2,001	2,482	49	4,379
3	647	389	352	265	497	757	70	.....	457	.....	4	195
4	.....	.....	.....	.....	.....	.....	2.5	.....	276	.....	.....	17
5	99	99	97	97	99	87	3	22	20	18	36	4

IX.—TABLE I.—The

High Schools.	Number of pupils in the different branches of						
	French.	German.	Writing.	Precis Writing and Indexing.	Bookkeeping and Commercial Transactions.	Phonography.	Drawing.
1 Alexandria	44	.....	24	.....	40	.....	40
2 Almonte	94	6	107	125	125	.....	125
3 Arnprior	56	7	46	.....	90	.....	90
4 Arthur	9	2	83	.....	44	.....	83
5 Athens	100	10	58	.....	80	.....	80
6 Aurora	53	54	59	.....	59	.....	59
7 Beamsville	29	.....	55	26	53	.....	53
8 Belleville	65	10	140	70	70	.....	156
9 Berlin	36	130	43	.....	135	.....	135
10 Bowmanville	29	14	114	114	114	.....	114
11 Bradford	60	4	39	85	85	.....	85
12 Brampton	111	12	71	60	71	.....	71
13 Brighton	37	6	44	.....	44	.....	44
14 Caledonia	48	1	114	40	80	.....	82
15 Campbellford	49	5	133	.....	128	.....	128
16 Carleton Place	68	5	36	.....	100	.....	100
17 Cayuga	3	.....	30	30	30	.....	30
18 Colborne	30	3	16	16	50	.....	50
19 Cornwall	86	1	164	.....	164	.....	164
20 Deseronto	60	5	83	.....	83	.....	83
21 Dundas	75	5	99	.....	99	.....	90
22 Dunnville	42	19	96	96	96	21	98
23 Dutton	20	.....	24	24	34	10	34
24 Elora	39	21	29	.....	41	.....	41
25 Essex	42	5	53	53	53	.....	53
26 Fergus	65	12	62	62	62	.....	62
27 Forest	43	3	55	55	100	.....	100
28 Gananoque	93	2	94	94	94	.....	94
29 Georgetown	100	22	65	154	154	.....	154
30 Glencoe	45	11	76	76	76	.....	76
31 Gravenhurst	36	.....	20	4	49	.....	49
32 Grimsby	24	2	43	14	43	.....	43
33 Hagersville	45	9	35	64	64	.....	64
34 Harriston	48	39	125	.....	118	.....	124
35 Hawkesbury .....	.....	.....	.....	.....	.....	.....	.....
36 Iroquois	49	5	44	114	114	.....	105
37 Kemptville	81	8	74	74	110	.....	110
38 Kincardine	80	23	105	.....	52	.....	52
39 Listowel	45	18	43	.....	128	.....	128
40 Lucan	38	5	90	90	90	.....	90
41 Madoc	23	3	23	.....	33	.....	33
42 Markham	72	9	100	.....	142	.....	142
43 Meaford	77	3	54	.....	60	.....	60
44 Mitchell	18	64	105	105	105	.....	105
45 Mt. Forest	46	6	69	.....	100	.....	100
46 Newburgh	29	.....	80	75	75	.....	75
47 Newcastle	38	.....	51	46	46	.....	46
48 Newmarket	39	10	66	.....	70	.....	70
49 Niagara	35	.....	29	.....	36	9	36
50 Niagara Falls	48	25	79	79	125	38	125
51 Niagara Falls S.	20	10	80	80	80	.....	80
52 Norwood	70	8	150	150	150	.....	150

High Schools.

instruction.				Examinations, etc.								
Vocal Music.	Drill.	Calisthenics.	Gymnastics.	How many pupils obtained Commercial Certificates?	How many passed the Primary Examination?	How many passed the Junior Leaving Examination?	How many passed the Senior Leaving Examination?	How many matriculated at any University?	Senior.	Junior.	1st Class Honors, how many?	2nd Class Honors, how many?
1				4	1	1		2		2		
2	85	100	185	20	9	9	1	11		11	4	5
3	114	114		6	5	2	1					
4				15	3	5						
5	86	109		50	20	7		2		2		
6	82	82		16	8	8		2		2		
7	29			3								
8				40	12	12		3	1	2		
9	60	57		22	15	7	2					
10		64		43	15	10	2	6		6	6	8
11	160	75		33	12	6		1	1	1		
12	104	94		8	10	7	1	7	7	7	4	4
13				10	5	1		4	4	4	1	1
14	7	77		15	14	5		2	2	2		
15	73	68		25	15	11		4	4	4		
16	50	86		20	16	3		2		2		
17	30	33		23	2	3						
18				6	9	3		1		1		
19				23	23	7		1	1	1		
20	51	115	51	24	14	6		1	1	1		
21	126	126		20	9	11		1	1	1		
22	73	63	1	9	10	5		1		1		
23	30	53		19	5	4						
24	47			23	5	3						
25	111	111	58	23	10	9	1	1		1		
26				26	12	5		2	2	2		1
27	64			23	11	6		1		1		
28	114	114		8	2	2						
29				52	26	14	1	1		1		
30	89	74	53	19	19	8		4		4		
31	26	66		6	6							
32		24			1	1		1		1		
33	60	49		23	3	4	1	4		4	3	1
34	130	94		32	29	21	5	3		3		
35				10								
36	69	140		29	7	8		1		1		
37	132	91		34	23	14		7		7	2	1
38	152	152		33	10	11	1	5	2	3	1	4
39	178	76	102	31	18	21		1		1		
40	127	50		26	19	4	1	5		5		5
41				14	16	4		2		2		
42	91	51		6	12	3	3	2	1	1		
43	132			22	15	7		2		2		1
44	62	72	62	8	5	6		1		1		
45	133	133		17	14	9		1		1		
46	43	49		7	5	4		2		1		
47		50		10	3	3						
48	148	148	77		14	4		3		3		
49	50	50		2	2							
50	74	86	74	53	13			2		2		
51	40	53		9	4	5		1		1		
52	189	189		36	20	12		6		6		

IX.—TABLE I.—The

High Schools.	Number of pupils in the different branches of							
	French.	German.	Writing.	Precis Writing and Indexing.	Bookkeeping and Commercial Transactions.	Phonography.	Drawing.	Temperance and Hygiene.
53 Oakville	12	.....	37	42	42	.....	42	.....
54 Omemee	22	.....	34	.....	46	.....	46	.....
55 Orangeville	91	15	85	.....	135	.....	130	.....
56 Orillia	133	23	168	.....	158	.....	159	.....
57 Oshawa	46	20	71	71	117	.....	114	.....
58 Paris	32	.....	29	48	77	.....	77	.....
59 Parkhill	43	4	67	.....	67	12	77	.....
60 Pembroke	76	18	67	.....	102	.....	102	.....
61 Petrolea	109	35	133	.....	133	56	133	.....
62 Picton	127	22	30	35	192	.....	173	.....
63 Port Arthur	44	.....	59	.....	17	.....	59	.....
64 " Dover	42	6	50	.....	50	.....	50	.....
65 " Elgin	55	10	125	.....	125	.....	125	.....
66 " Hope	128	55	100	.....	130	.....	130	.....
67 " Perry	89	9	143	73	143	.....	143	.....
68 " Rowan	7	1	44	21	44	.....	44	.....
69 Prescott	63	6	83	83	75	.....	75	.....
70 Renfrew	80	21	66	109	116	.....	75	.....
71 Richmond Hill	52	6	24	.....	46	.....	46	.....
72 Simcoe	93	15	155	.....	155	.....	155	.....
73 Smith's Falls	106	5	137	137	137	.....	137	.....
74 Smithville	28	12	22	68	68	.....	68	.....
75 Stirling	15	.....	66	66	66	.....	66	.....
76 Streetsville	38	3	30	.....	30	.....	30	.....
77 Sydenham	40	.....	122	122	122	.....	122	.....
78 Thorold	51	1	59	59	59	.....	59	.....
79 Tilsonburg	30	10	79	79	79	.....	79	.....
80 Toronto Junction	51	4	91	91	91	.....	91	.....
81 Trenton	57	29	51	.....	71	.....	71	.....
82 Uxbridge	68	8	87	.....	87	.....	59	.....
83 Vankleekhill	101	8	73	.....	130	.....	130	.....
84 Vienna	19	1	11	39	39	.....	39	.....
85 Walkerton	23	65	62	.....	112	.....	152	.....
86 Wardsville	6	4	4	20	20	.....	20	.....
87 Waterdown	15	.....	38	38	38	.....	38	.....
88 Waterford	65	7	101	.....	110	.....	101	.....
89 Watford	91	7	123	123	123	.....	123	.....
90 Welland	64	14	57	145	145	.....	140	.....
91 Weston	42	6	85	85	85	.....	85	.....
92 Wiarton	44	7	68	68	68	.....	68	.....
93 Williamstown	42	6	25	.....	35	.....	35	.....
94 Windsor	76	12	128	.....	180	.....	180	.....
1 Total, 1894	5,008	1,097	6,671	3,697	8,109	146	8,199	.....
2 Total, 1893	4,830	1,127	7,147	4,181	8,288	337	8,569	88
3 Increase	178	.....	.....	.....	.....	.....	.....	.....
4 Decrease	.....	30	476	484	179	191	370	88
5 Percentage	41	9	55	31	67	1	67	.....

High Schools.

instruction.

Examinations, etc.

	Vocal Music.	Drill.	Calisthenics.	Gymnastics.	How many pupils obtained Commercial Certificates?	How many passed the Primary Examination?	How many passed the Junior Leaving Examination?	How many passed the Senior Leaving Examination?	How many matriculated at any University?	Senior.	Junior.	1st Class Honors, how many?	2nd Class Honors, how many?
53		40			16	9	2						
54			30		18	4	3						
55		129	98		69	18	6						
56		210	210	210	32	16	6	1	2		2	3	1
57					26	13	7		6		6		
58		94			14	14	3	5					
59					16	13	5		2		2		
60					14	9	3						
61		156			24	11	4		1		1		
62		109			31	27	1		2		2		
63					2	1	1						
64					34	2	2						
65		80	64	80	22	25	10		2		2		
66					20	20		3	5		5	1	2
67	60	70	73	84	17	17	6	1	2		2		
68					15	5	3						
69		103	103		12	3	1		2		2		
70		56			14	1	6		2	1	1		
71					9	3	4						
72		50	60		22	11	7		3		3	2	1
73		75	118	193	32	20	11		8	4	4	1	9
74		86	40		21	11	3		1		1		
75			40	22	11	6	3	1	3		3		
76		28	35		10	4	2						
77		70	75		21	12	6		3		3		
78		70	70		6	3	1						
79		44	46	44	11	6	1						
80					11	7	2		2		2		
81					35	6	8						
82		78	58		18	16	12		7		7		
83		66	95		26	12	7	2					
84	20	35	20	15	5	4	1						
85					37	36	14		4		4		
86					9	5	3						
87					6	6	3						
88		67	58		20	7	7		2		2		
89		55	91		31	16	9	2					
90		65	86		29	6	3		2		2		
91		51	92		17	12	1	3	3		3	1	14
92		56	58	56	1	23	7	4	1		1		
93		29	73		10	8	2		1		1		
94		211	211	95	26	7	5	2	4		4	1	2
1	219	5,539	5,121	1,409	1,852	1,011	512	44	179	8	169	30	60
2	365	5,620	5,330	1,619	1,598	1,105	461	48	196	9	190	46	69
3					254		51						
4	146	81	209	210		94		4	17	1	21	16	9
	2	46	42	12	15	10	4		1		1		

X.—TABLE K.—The

Miscellaneous												
Collegiate Institutes.	Brick, stone or frame school house.	Size of playground.	Days open during the year.	Schools under United Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.	
1 Aylmer	B	4 $\frac{1}{2}$	203	....	\$ 582	\$ 590	122	1	\$ 600	1	\$ 300
2 Barrie	B	3	200	....	600	618	118	1	1,740	....	....
3 Brantford	B	1 $\frac{1}{2}$	192	....	523	570	108	1	1,127	....	....
4 Brockville	S	2	200	....	597	647	124	1	299	....	....
5 Chatham	B	2 $\frac{1}{2}$	201	....	492	980	136	1	725	1	75
6 Clinton	B	3 $\frac{3}{4}$	204	....	462	652	150	1	771	....	....
7 Cobourg	B	1 $\frac{1}{2}$	196	....	605	584	110	1	886	....	....
8 Collingwood	B	1	198	....	562	589	127	1	425	....	....
9 Galt	S	8 $\frac{1}{2}$	194	....	775	793	171	1	1,213	1	25
10 Goderich	B	4 $\frac{1}{4}$	201	....	604	605	70	1	2,700	....	....
11 Guelph	S	4	204	1	734	650	125	1	2,332	1	50	
12 Hamilton	S	2 $\frac{1}{2}$	199	1	754	1,174	179	1	144	1	50	
13 Ingersoll	B	2	203	1	507	489	122	1	874	....	....
14 Kingston	B	2	203	....	891	742	63	....	....	....	....
15 Lindsay	B	2	206	1	763	772	119	1	726	1	30	
16 London	B	3	192	1	911	2,504	169	1	298	1	500	
17 Morrisburg	B	1	204	1	541	896	114	1	1,158	1	60	
18 Napanee	B	3 $\frac{1}{2}$	202	1	691	632	102	1	1,003	1	25	
19 Ottawa	S	1 $\frac{1}{2}$	189	....	646	851	215	1	2,219	1	100
20 Owen Sound	B	3	203	1	901	1,419	110	1	104	1	50	
21 Perth	B	5	199	1	704	738	141	1	833	1	500	
22 Peterborough	B	2 $\frac{1}{2}$	205	1	632	686	139	1	760	....	....
23 Ridgetown	B	1 $\frac{1}{4}$	203	....	525	926	97	1	714	1	25
24 Sarnia	B	2 $\frac{1}{2}$	203	1	717	616	102	1	1,514	1	....
25 Seaforth	B	3	198	....	662	574	155	1	650	1	50
26 Stratford	B	6	201	....	691	1,226	194	1	117	....	....
27 Strathroy	B	1 $\frac{1}{4}$	200	....	710	597	90	1	494	....	....
28 St. Catharines	B	4 $\frac{1}{4}$	206	....	600	644	127	1	550	....	....
29 St. Mary's	B	3 $\frac{1}{2}$	204	....	495	567	125	1	753	....	....
30 St. Thomas	B	2 $\frac{1}{4}$	198	1	656	731	100	1	915	....	....
31 Toronto (Harbord)	B	1	200	....	675	1,425	88	1	4,710	....	....
32 " (Jameson)	B	1 $\frac{1}{2}$	201	....	1,038	1,690	128	1	4,790	....	....
33 " (Jarvis)	B	2	200	....	831	935	309	1	8,900	1	20
34 Whitby	B	3 $\frac{3}{4}$	204	1	493	540	135	1	1,080	....	....
35 Woodstock	B	1	204	....	837	1,140	135	1	2,150	....	....
<hr/>												
	B	S										
1 Total, 1894	30	5	83	201	13	22,407	29,792	4,619	34	48,274	16	1,860
2 " 1893	30	5	83	201	13	21,640	27,474	4,426	34	48,317	13	850
<hr/>												
3 Increase						767	2,318	193			3	1,010
4 Decrease										43		
<hr/>												
5 Percentage	86	14			37				100		46	

Collegiate Institutes.

information.

Schools using authorized Scripture readings.		Schools opened and closed with prayer.		Schools using Bible.		Commencement exercises, Reg. 55.	Number of pupils in—				No. of pupils from municipalities composing High School District.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Estimated value of school buildings, grounds and furniture.
							Form I.	Form II.	Form III.	Form IV.									
1			1			1	81	62	39	28	166	33	11	3	5	3	13	10	\$
2			1				98	95	53	12	133	120	5	5	5	5	30	15	15,000
3	1		1	1		1	96	112	57	34	198	73	28	11	5	3	23	4	10,000
4			1				130	101	40	19	219	67	4	10	4	9	4	9	18,000
5	1		1	1		1	148	125	54	16	237	96	10	20	20	6	25	25	25,000
6	1		1	1		1	75	56	48	22	93	101	7	5	5	4	12	.....	30,000
7	1		1	1		1	72	43	23	15	106	45	2	5	3	5	10	12	10,500
8	1		1	1		1	40	114	84	21	102	95	62	2	10	4	37	.....	20,000
9	1		1	1		1	103	87	60	21	149	80	42	3	4	7	20	22	13,000
10	1		1	1		1	75	84	68	23	126	107	17	6	5	2	26	10	20,000
11			1			1	123	79	46	25	205	46	22	10	.....	12	15	13	16,000
12	1		1	1		1	279	160	156	106	573	60	68	35	4	15	45	50	16,000
13	1		1	1		1	84	47	27	11	108	52	9	9	5	.....	9	25	34,728
14	1		1	1		1	208	117	77	5	326	64	17	5	3	6	9	9	15,000
15			1			1	142	129	75	15	179	143	39	14	16	5	43	34	33,000
16			1	1		1	381	214	163	78	712	114	10	80	50	30	40	40	31,000
17	1		1			1	89	80	55	17	85	152	4	5	9	3	32	35	70,000
18			1	1		1	116	73	35	30	118	122	14	20	20	10	16	10	12,170
19	1		1	1		1	295	79	76	33	349	80	54	27	10	12	22	37	26,000
20			1	1		1	75	160	130	54	159	175	85	18	50	75	60	40	53,000
21	1		1	1		1	63	99	31	12	116	85	4	4	3	1	16	31	25,000
22	1		1	1		1	60	100	80	40	220	58	2	36	.....	25	18	20	18,500
23			1	1		1	72	90	66	24	76	151	25	10	12	9	14	12	12,000
24	1		1			1	130	86	40	5	177	76	8	8	6	5	20	33	40,000
25			1	1		1	99	62	50	10	89	121	11	5	20	10	30	15	13,500
26	1		1	1		1	165	71	65	29	226	86	18	21	6	3	27	30	3,500
27	1		1	1		1	108	78	60	37	126	130	27	10	25	5	20	40	10,000
28	1		1	1		1	107	138	63	31	213	80	46	15	10	12	14	12	12,000
29	1		1	1		1	39	125	62	27	134	63	56	5	10	7	39	8	16,000
30			1			1	209	59	58	32	238	102	18	10	25	5	25	10	20,000
31			1			1	80	187	193	69	512	17	.....	36	.....	1	20	103	88,500
32	1		1	1		1	137	124	85	46	362	14	16	30	10	10	25	80	62,000
33			1	1		1	93	201	86	49	429	.....	.....	60	2	12	20	42	56,000
34	1		1			1	65	36	48	30	92	85	2	6	6	2	3	13	10,000
35	1		1			1	132	117	98	38	195	171	19	20	16	10	34	10	14,000
1	22	35	13	22			4,269	3,590	2,451	1,064	7,548	3,064	762	574	379	333	816	859	873,398
2	21	35	10	19			4,595	3,653	2,208	877	7,477	3,082	774	579	436	193	786	883	.....
3	1		3	3					243	187	71								
4							326	63	.....	.....	.....	18	12	5	57	140	30	24	.....
5	63	100	35	63			37	32	21	10	66	27	7						.....

X.—TABLE K.—The

Miscellaneous												
High Schools.		Brick, stone or frame school house.	Size of playground.	Days open during the year.	Schools under United Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Museum.	Estimated value of museum.
						\$	\$	\$		\$		\$
1 Alexandria	B	1 $\frac{1}{2}$	199			144	116	61				
2 Almonte	B	1	202	1		826	298	50				
3 Arnprior	B	2	200	1		311	134	48		40		
4 Arthur	B	3	205			161	255	24				
5 Athens	S	2	200			342	270	35				
6 Aurora	B	4	205			235	329	56				
7 Beamsville	B	2	202	1		248	178	38				
8 Belleville	B	1 $\frac{1}{2}$	195	1		274	446	130				
9 Berlin	B	5	202			334	1,027	39			1	50
10 Bowmanville	B	2	204			565	423	54			1	10
11 Bradford	B	3	203			262	300	21		13		
12 Brampton	B	5	198			305	412	10		10	1	20
13 Brighton	B	2 $\frac{5}{8}$	200	1		137	335	132				
14 Caledonia	B	2	202	1		354	379	50				
15 Campbellford	B	1 $\frac{1}{2}$	205	1		130	389	33				
16 Carleton Place	S	1	204	1		435	303	46				
17 Cayuga	B	1	206			144	259	29				
18 Colborne	B	1	199	1		221	275	99				
19 Cornwall	B	3 $\frac{5}{8}$	205			406	336	127				1
20 Deseronto	B	3	83			309	278	45		210		
21 Dundas	B	2 $\frac{1}{2}$	199	1		268	286	82		35	1	50
22 Dunnville	B	4	199			324	38	52				
23 Dutton	B	1	202			213	455	32				
24 Elora	S	1 $\frac{1}{2}$	199			89	221	70				
25 Essex	B	3 $\frac{1}{2}$	202			256	287	75	1	818		
26 Fergus	S	3	205	1		221	257	80				
27 Forest	B	3	202			169	273	52				
28 Gananoque	S	3	202	1		135	241	77				
29 Georgetown	B	4 $\frac{1}{2}$	198			163	316	23				
30 Glencoe	B	2	203			322	456	47			1	20
31 Gravenhurst	F	1	202			166	233	34				
32 Grimsby	F	1	199			100	92	44				
33 Hagersville	B	1 $\frac{1}{2}$	204			291	309	32				
34 Harriston	B	3	203			121	314	58				
35 Hawkesbury	B	2	202	1		203	246	56				
36 Iroquois	B	1 $\frac{1}{4}$	200			403	558	52		25	1	
37 Kemptville	B	1 $\frac{1}{2}$	201	1		206	307	54				
38 Kincardine	B	4	201	1		415	530	86	1	20		
39 Listowel	B	2 $\frac{1}{5}$	199			255	296	64	1	310		
40 Lucan	B	3	200			210	352	47		5		
41 Madoc	B	1	199			158	353	80	1	287		
42 Markham	B	1	203			194	424	25		2		
43 Meaford	B	3	204			254	385	39	1	1,450		
44 Mitchell	B	3 $\frac{1}{2}$	204			186	269	51	1	514		
45 Mount Forest	B	2 $\frac{3}{4}$	203			317	385	38		5		
46 Newburgh	S	1 $\frac{1}{2}$	204	1		364	227	46				
47 Newcastle	B	2	200	1		112	159	59				
48 Newmarket	B	2	200			136	279	41	1	763		
49 Niagara	B	1 $\frac{1}{4}$	206			175	166	58				
50 Niagara Falls	B	5	201			81	236	32	1	800		
51 Niagara Falls, South ..	B	2	201			191	216	41				
52 Norwood	B	1 $\frac{1}{2}$	196	1		328	244	8		50		
53 Oakville	B	2	202	1		243	179	24				
54 Omemece	F	2	206	1		173	159	30				
55 Orangeville	B	2 $\frac{1}{2}$	205			469	398	54				
56 Orillia	B	3	205			456	323	15	1	2,281		
57 Oshawa	B	3	200	1		269	321	119			1	75

High Schools.

information.

	Schools using authorized Scripture readings.	Schools opened and closed with prayer.	Schools using Bible.	Commencement exercises, Reg. 55.	Number of pupils in—				No. of pupils from municipalities composing High School District.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Estimated value of school buildings, grounds and furniture.
					Form I.	Form II.	Form III.	Form IV.									
1					10	15	30	4	59				1		4		\$8,000
2		1	1		71	53	44	10	108	47	29	1	11		20	27	5,579
3		1			46	49	19		66	34	14	5	3	3			7,500
4		1			27	39	44	8	40	52		2	4		7	10	5,500
5		1			79	68	48		71	124							6,000
6		1	1	1	59	22	21	2	99	1	4	1			15	6	8,000
7		1			23	38	8		61		2	5	2	2	4	2	2,600
8		1	1		137	86	34	10	199	62	6	15	7		18	10	30,000
9		1	1	1	102	27	28	11	73	87	8	14	4		18	15	8,000
10	1	1		1	64	79	41	11	116	76	3	10	5	4	14	6	15,000
11		1	1	1	39	85	30	8	47	109	6	5	4	8	20	2	6,000
12		1		1	71	60	48	16	94	95	6	4	12		10		8,000
13	1	1			26	31	19		54	21	1	1	2	1	5	5	3,000
14		1	1	1	49	64	28	3	56	61	27	2	10		8	4	5,500
15	1	1			73	67	42		85	90	7	8	7	2	15	10	10,000
16	1	1		1	66	35	27	8	112	21	3	1	1		2	12	8,000
17	1	1			30	26	16		26	46		2	4		3		4,000
18	1	1			16	34	26		40	36		8	3	2	5	3	6,000
19	1	1			107	57	26		103	66	21	6	5	3	31	6	11,000
20		1			30	47	32	6	82	13	20	4	4	5	12	10	15,000
21		1		1	38	61	27		49	74	3	20	5	5	10	6	16,900
22	1	1	1	1	38	69	19	10	42	57	37	6	8		16		5,500
23	1	1	1		41	38	7		85	1		1	2		3	2	8,000
24	1	1			29	34	19	3	35	49	1	2	2		3	10	5,000
25	1	1		1	36	47	18	10	34	73	4	5	4	1	8	3	10,000
26		1			62	50	33	2	104	41	2	7	9	2	15	15	10,000
27	1	1		1	45	55	24		58	66		5	17		12	10	10,000
28	1	1		1	39	55	18	2	101	10	3				2		7,000
29	1	1			46	110	48	18	67	101	54	3	6	2	18	15	12,780
30		1	1	1	33	47	29	18	44	66	17	4	4		12	2	9,400
31		1			8	46	12		55	8	3				4	9	5,000
32	1	1		1	29	14	7		25	22	3	2	4			3	1,200
33	1	1	1		33	61	11	4	50	58	1	5	20	2	4	1	8,000
34	1	1			44	81	79	28	57	79	96	8	10	4	28	12	8,000
35	1	1			18	35	24	1	41	18	2		3		2	7	12,000
36	1	1			44	66	28	4	55	72	15	1	2	1	14	19	15,000
37		1			74	107	39	5	75	74	76	6	4	3	35		10,090
38	1	1	1	1	30	75	34	13	65	84	3	6	4	3	16	18	6,000
39		1		1	43	65	70		96	64	18	2	3	1	10	6	7,500
40		1	1	1	31	59	31	6	29	95	3	3	6	1	14	7	10,000
41		1	1		23	33	28	3	34	51	2				16	2	8,000
42	1	1	1	1	100	42	28	15	48	134	3	10	13		14	8	6,000
43	1	1			32	64	31	5	86	42	4	4	5	4	10	5	12,000
44		1		1	36	69	29		81	52	1	5	8	2	6	10	7,000
45	1	1		1	43	55	32	3	73	24	36	4			13	3	12,000
46		1			50	30	12		26	66			10		6	2	3,000
47	1	1		1	26	25	11		32	28	2	4	5		2		10,000
48	1	1	1		43	69	36		80	52	16	1	7	2	6		11,000
49	1	1		1	29	17	4		38	12			1			1	2,500
50		1	1	1	79	49	21	11	110	31	19	10	2	1	2	26	28,790
51		1	1	1	40	37	16		84	8	1	1	4	1	4	15	11,000
52	1	1	1	1	70	80	40	5	72	97	26	6	8		25	10	6,000
53	1	1		1	28	47	19		42	41	11	4	3	4	5	13	4,000
54		1			16	36	20		50	19	3				7		3,200
55		1		1	40	133	48	7	104	69	55	8	8	8	16	29	11,000
56	1	1	1		74	98	42	5	148	51	20	10	24	6	15	60	5,000
57	1	1		1	71	47	34	10	103	46	13	5	5	1	4	22	15,000

X.—TABLE K.—The

High Schools.	Miscellaneous									
	Brick, stone or frame school house.	Size of playground.	Days open during the year.	Schools under United Board.	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium.	Value of gymnasium and appliances.	Estimated value of museum.
58 Paris.....	B	1 $\frac{3}{4}$	204	1	\$ 226	\$ 397	\$ 102		\$ 38	
59 Parkhill.....	B	3	205	1	259	418	112	1	44	50
60 Pembroke.....	B	4 $\frac{1}{2}$	199	1	230	245	78			
61 Petrolea.....	B	2 $\frac{1}{2}$	206		328	194	31			
62 Picton.....	B	3	200		394	492	57			
63 Port Arthur.....	B	2 $\frac{1}{2}$	194		12	292	40			
64 " Dover.....	B	2	200	1	69	269	55			
65 " Elgin.....	B	1 $\frac{1}{2}$	201		188	294	43	1	355	
66 " Hope.....	B	1 $\frac{3}{4}$	205		266	249	72			
67 " Perry.....	B	1 $\frac{1}{2}$	201	1	304	315	44			10
68 " Rowan.....	B	2 $\frac{1}{2}$	200	1	82	210			10	
69 Prescott.....	B	1 $\frac{1}{2}$	206	1	121	118	67		44	
70 Renfrew.....	B	3 $\frac{1}{2}$	199	1	171	130	18			
71 Richmond Hill.....	B	1	203	1	182	181	46			
72 Simcoe.....	B	3	204	1	218	550	62		11	
73 Smith's Falls.....	B	3 $\frac{1}{4}$	206	1	415	372	108		20	
74 Smithville.....	B	1 $\frac{1}{2}$	118		51	242	26			
75 Stirling.....	B	1	206	1	127	258	33			
76 Streetsville.....	F	1 $\frac{1}{2}$	203		161	147	54			25
77 Sydenham.....	S	2	206		312	353	17			
78 Thorold.....	B	2	205		227	196	67			
79 Tilsonburg.....	B	3	203		149	369	68		25	
80 Toronto Junction.....	F	1 $\frac{1}{4}$	198		302	302	63			
81 Trenton.....	B	2	119	1	199	310	75			
82 Uxbridge.....	B	1 $\frac{1}{4}$	198		250	238	53			
83 Vankleekhill.....	B	1 $\frac{1}{4}$	203		142	247			40	
84 Vienna.....	B	5 $\frac{1}{2}$	199	1	212	251	105	1	561	
85 Walkerton.....	B	1 $\frac{1}{4}$	203		167	405	52		12	
86 Wardsville.....	B	1 $\frac{1}{2}$	200	1	141	149	63		4	20
87 Waterdown.....	S	2	202	1	169	317	37			
88 Waterford.....	B	2	201		295	345	51			
89 Watford.....	B	2	202		303	307	100		18	
90 Welland.....	B	1	200		109	302	17			
91 Weston.....	B	1 $\frac{1}{2}$	197		157	182	69			
92 Wiarton.....	S	1	205		296	84	45	1	340	
93 Williamstown.....	B	1 $\frac{1}{2}$	202	1	148	227	37			
94 Windsor.....	B	2	205	1	400	600	60	1	3,200	50
	B S F									
1 Total, 1894.....	79 10 5	168	199	39	22,561	28,160	5,031	14	12,360	380
2 " 1893.....	79 11 4	168	199	40	20,564	26,479	4,781	11	10,087	5,493
3 Increase.....	0 0 1				1,997	1,681	250	3	2,273	
4 Decrease.....	0 1 0			1						5,113
5 Percentage.....	84 12 4			43				16		13

Schools using authorized Scripture readings.		Schools opened and closed with prayer.	Schools using Bible.		Commencement exercises, Reg. 55.	Number of pupils in—				No. of pupils from municipalities composing High School District.	From other municipalities within the county.	From other counties.	Who entered mercantile life.	Who became occupied with agriculture.	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Estimated value of school buildings, grounds and furniture.
						Form I.	Form II.	Form III.	Form IV.									
58	1	1	1	...	29	48	17	...	55	35	4	7	6	...	2	16	3,000	
59	...	1	1	...	22	45	25	...	46	36	10	5	6	...	12	2	8,000	
60	...	1	1	...	67	35	18	...	93	23	4	16	5	1	6	11	7,700	
61	1	1	1	1	99	34	20	4	123	33	1	5	2	3	4	12	7,900	
62	...	1	1	...	89	97	41	...	107	110	10	25	25	...	20	...	9,400	
63	...	1	1	...	41	15	3	...	43	14	2	6	1	2	1	4	15,000	
64	1	1	1	...	38	39	12	...	53	31	5	3	2	...	2	3	8,800	
65	...	1	1	...	31	71	46	...	51	93	4	2	6	1	24	10	4,500	
66	1	1	1	...	98	21	40	15	110	64	...	6	5	...	9	12	4,000	
67	...	1	1	...	83	60	25	6	56	92	26	6	10	6	20	12	10,000	
68	1	1	1	...	23	21	13	2	18	41	...	...	7	2	9	1	5,000
69	1	1	1	1	36	47	20	...	70	30	3	4	1	2	3	11	15,000	
70	1	1	1	...	66	43	18	2	74	50	5	6	7	...	20	21	4,000	
71	...	1	1	...	24	31	21	...	30	45	1	1	1	...	4	...	4,560	
72	1	1	1	1	99	56	42	6	94	106	3	20	25	5	20	...	12,900	
73	...	1	1	...	79	58	44	12	118	16	59	8	3	5	21	17	6,500	
74	1	1	1	...	22	46	18	...	51	33	2	...	...	...	13	...	3,500
75	...	1	1	...	21	45	16	3	43	41	1	...	...	...	...	...	4,000
76	1	1	1	...	25	31	7	...	19	26	18	2	4	...	5	3	2,500	
77	...	1	1	...	59	63	23	...	73	63	9	2	5	3	15	...	8,000	
78	...	1	1	...	38	21	11	...	62	6	2	3	2	...	1	2	9,200	
79	...	1	1	1	33	46	9	2	72	10	8	9	8	...	6	12	10,000	
80	...	1	1	...	53	41	27	...	59	29	33	7	10	1	6	5	39,083	
81	1	1	1	...	35	50	30	5	92	...	28	...	...	...	8	...	8,000
82	1	1	1	1	50	37	38	6	68	58	5	3	3	1	13	10	7,500	
83	...	1	1	...	73	52	23	15	70	67	26	...	...	...	14	3	10,000
84	1	1	1	...	10	28	7	...	42	...	3	3	4	...	3	4	2,800	
85	1	1	1	1	62	77	58	5	96	83	23	16	28	2	29	18	9,000	
86	...	1	1	...	12	17	16	...	24	5	16	3	8	...	5	...	5,000	
87	...	1	1	...	7	48	8	...	57	2	4	4	9	...	8	3	4,500	
88	1	1	1	1	36	65	21	3	41	82	2	2	6	1	4	15	7,900	
89	...	1	1	...	58	66</												

XI.—TABLE L.—Protestant Separate Schools.

Statistics.		Anderdon.		No. 6, Bromley.		No. 9, Cambridge.		No. 1, Marlboro'.		No. 2, Osgoode.		No. 6, Plantagenet North.		Pushinch.		Rama.		L'Original.		Penetanguishene.		Total.	
		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
<i>Receipts:</i>																							
Balances from 1893.....		37 98		2 45	21	28 93	1 37	75 31	91 52	293 77	382 73	168 95	1,023 22										
Government grants.....				19 70	7 40	2 81	6 31	11 60	15 25	67 04	44 30	122 78	297 19										
Municipal.....						2 64				46 50	657 54	1,800 00	2,506 68										
Trustees school taxes.....		23 25		200 00	93 45	35 00	135 00	150 62	229 35	300 00		778 50	1,166 67										
Other sources.....		293 70				36 25		101 20	25 00	282 00			1,516 65										
Total.....		354 93		222 15	101 06	105 63	142 68	338 73	361 12	989 31	1,084 57	2,810 23	6,510 41										
<i>Expenditure:</i>																							
Teachers' salaries.....		232 13		215 50	88 40	87 00	120 00	250 00	260 00	500 00	575 00	1,240 00	3,568 03										
School sites and buildings.....		9 50						8 68				1,088 78	1,101 96										
Libraries, maps, etc.....		1 80								33 90	32 10	80	68 60										
Other expenses.....		111 50		6 65	5 60	4 00	14 12	41 95	31 15	108 18	57 31	103 28	483 74										
Total.....		354 93		222 15	94 00	91 00	134 12	295 63	291 15	642 08	664 41	2,432 86	5,222 33										
Balances on hand.....					7 06	14 63	8 56	43 10	69 97	347 23	420 16	437 37	1,288 08										
<i>Teachers:</i>																							
Certificate.....		Female, III.	\$225	Female, III.	\$260	Female, Temp.	\$156	Female, Temp.	\$240	Female, III.	\$260	Female, III.	\$250	Male, II.	\$700	13 Teachers							
- Salary.....														2 Male, 11 Female, 2 III. c. c.									
														2 III. c. c.	\$240	6 III. c. c.							
														5 Temp.	\$300	5 Temp.							
<i>Pupils:</i>																							
Total attending.....		15		38	18	10	17	21	32	92	62	215	520										
Boys.....		9		23	11	7	9	11	18	45	30	115	278										
Girls.....		6		15	7	3	8	10	14	47	32	100	242										
Attending less than 20 days.....		5		1	1			1	3	4	5	20	40										
20 to 50.....		4		1	3	5	5	3	3	10	4	27	65										
51 to 100.....		2		10	3	3	7	4	9	23	13	49	123										
101 to 150.....		4		5	11	2	5	5	9	26	14	50	131										
151 to 200.....				21				8	8	26	26	69	158										
201.....										3			3										
Average attendance.....		4		22	8	3	6	11	15	91	46		196										

No. in 1st Reader, Part I.....	5	7	3	3	1	2	3	1	2	1	3	50	13	71	156
2nd Reader.....	3	7	2	1	3	2	3	3	3	3	12	12	10	26	70
3rd ".....	3	2	8	1	2	2	4	5	5	5	3	21	7	53	118
4th ".....	4	14	3	3	7	3	4	5	2	2	3	9	20	38	81
5th ".....	.....	8	3	1	4	.....	.....	.....	.....	.....	.....	.....	.....	8	73
Writing.....	15	25	13	5	12	12	21	32	92	92	32	92	62	188	465
Arithmetic.....	15	38	15	6	16	16	21	32	92	92	21	92	62	188	485
Drawing.....	15	31	13	3	11	11	21	27	92	92	21	92	49	188	450
Geography.....	7	22	11	4	11	.....	16	26	42	42	26	42	49	85	273
Music.....	.....	.....	.....	.....	.....	.....	21	.....	92	92	.....	92	.....	113	113
Grammar.....	7	22	7	4	1	1	16	26	42	42	26	42	39	85	249
History.....	4	22	7	4	4	4	12	29	18	18	29	18	40	86	226
School houses.....	F	F	L	L	F	L	L	F	F	F	F	F	B	B	{ 2 B 5 F 3 L
No. of maps.....	.....	.....	6	.....	2	7	10	.....	.....	.....	8	13	46	.....	.....
No. of globes.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	.....	2	.....	.....
No. of trees planted on Arbor Day.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	2	.....	3	.....	.....

XII.—TABLE M.—Report on Truancy.

Cities,	No. of children other- wise employed dur- ing school hours.	No. of cases of tru- ants reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.
Brantford			10	10
Guelph.		50	11	5
Hamilton	21	77	62	12
Stratford		60	3	3
Toronto	50	737		
Windsor		38		
Towns.				
Alliston		6		
Almonte		3		
Bowmanville		40		
Berlin	25	22	1	
Brampton		20		
Brockville		437	8	8
Barrie		21		
Blenheim	12	50	1	1
Chatham		182	12	2
Clinton		30		
Dresden	50	12		
Dundas	2	10		1
Forest	3	15		
Gore Bay	2	4		
Gravenhurst		10		
Lindsay		66	3	1
Listowel	1	30		
Little Current	10			
Meaford		7		
Milton		10		
Mount Forest		25		
Newmarket		10	2	2
Niagara Falls		134	2	
Orangeville	5	4	2	1
Palmerston		7		
Pembroke		6		
Peterborough	10	350	2	
Petrolea	7	30	1	
Port Hope		6		
Prescott		66	1	1
Rat Portage		10		
Ridgetown	6	4		
Sarnia		48		
Sault Ste. Marie		1		
Seaforth		1		
Smith's Falls		3		
Strathroy		15		
St. Mary's	1	1		

XII.—TABLE M.—Report on Truancy.

Towns.	No. of children otherwise employed during school hours.	No. of cases of truants reported.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.
Thessalon		1	1	
Thorold		3		
Tilsonburg		10		
Walkerton	3	32		
Welland		20		
Woodstock	2	12	4	
Villages.				
Acton		4		
Alvinston		9	2	2
Arnprior		8	3	
Bayfield		1		
Beamsville		4		
Belle River		2		
Bobcaygeon		1		
Bradford		25		
Brussels	8	20		
Cannington		23		
Chippewa	1		1	
Colborne	1			
Dundalk		4		
Elora		8		
Exeter	6	5		
Glencoe		2		
Havelock		1		
Hespeler		4		
Huntsville		5		
Kemptville		6		
London West	15	25	1	1
Port Dover	1			
Port Elgin		2		
Port Rowan	1	6	1	1
Shelburne		3		
Stirling		3		
Stouffville		3		
Sutton		5		
Sundridge		6		
Tara		15	1	
Thamesville		1		
Tweed		5		
Thornbury		10		
Waterloo		2		
Wellington		3		
Winchester	2	5		
Total	245	2,962	135	51

XIII.—TABLE N.—Report on Kindergartens.

Cities.	No. of Kindergartens.	No. of Teachers.	No. of pupils attending.	Average attendance.
Brantford	3	8	306	114
Guelph	1	1	99	67
Hamilton	16	22	1,380	558
Kingston	3	3	291	119
London	8	16	897	356
Ottawa	5	5	393	129
Stratford	1	4	86	34
Toronto	37	98	4,371	1,738
Towns.				
Aylmer	1	4	113	52
Chatham	1	2	101	38
Dundas	1	1	95	41
Galt	1	2	69	28
Ingersoll	1	3	133	38
Niagara Falls	1	3	96	28
Peterborough	2	2	186	61
Strathroy	1	1	81	22
Tilsonburg	1	1	94	31
Toronto Junction	2		169	50
Waterloo	1	1	111	56
Villages.				
Campbellford	1	1	136	38
Hespeler	1	1	67	47
Preston	1	2	66	36
Total	90	184	9,340	3,681

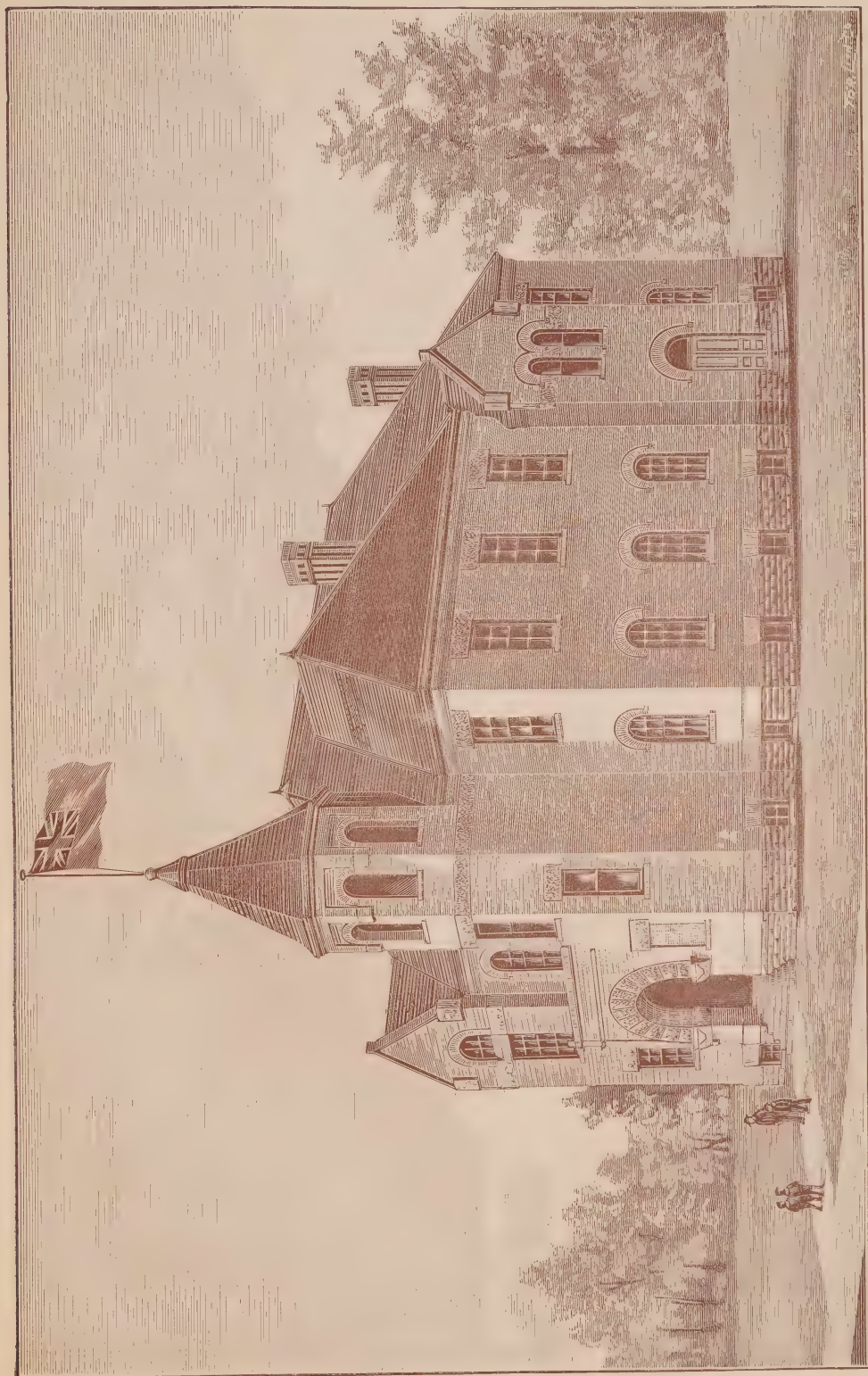
XIV.—TABLE O.—Report on Night Schools.

Cities.	No. of Night schools.	Teachers.	Pupils attending.	Average attendance.
Brantford	3	4	166	20
Hamilton	3	9	175	27
London	2	4	218	25
St. Catharines	1	1	36	10
Toronto	14	32	1,084	323
Towns.				
Chatham	1	1	58	13
Woodstock	1	3	200	26
Total	25	54	1,937	444

XV.—TABLE P.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes); also Normal and Model Schools. From the year 1867 to 1894, compiled from Returns in the Education Department.

No.	Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1894.
1.	Population	447,726	495,756	494,804	483,817	611,212	595,238	593,840
2.	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)	102	104	104	104	112	128	129
3.	High Schools (including Collegiate Institutes)	3	3	4	6	6	6	6
4.	Normal and Model Schools	4,261	4,490	4,955	5,013	5,277	5,577	5,619
5.	Total Public Schools in operation	161	171	185	190	229	312	328
6.	Total Roman Catholic Separate Schools	4,527	4,768	5,248	5,313	5,624	6,023	6,112
7.	Grand total of all schools in operation	5,696	7,968	9,229	12,348	17,459	22,837	23,523
8.	Total pupils attending High Schools (including Collegiate Institutes)	800	800	900	1,059	1,204	1,270	1,178
9.	Total students and pupils attending Normal and Model Schools	892,719	433,256	465,908	445,364	462,889	448,204	443,441
10.	Total pupils attending Public Schools	18,924	21,405	24,952	26,148	30,373	37,466	39,762
11.	Total pupils attending Roman Catholic Separate Schools	408,139	463,430	500,989	484,919	511,875	509,777	507,934
12.	Grand total, students and pupils attending High, Public, Separate and Model Schools	1,093,516	1,371,594	2,038,099	2,144,448	2,458,540	2,752,628	2,882,731
13.	Total amount paid for the salaries of Public and Separate School Teachers	379,672	885,770	1,035,390	882,526	1,283,565	1,301,259	1,365,400
14.	Total amount paid for the erection and repairs of Public and Separate School Houses, and for libraries and apparatus, books, fuel, stationery, etc.	1,473,188	2,207,364	3,073,489	3,026,974	3,742,105	4,053,917	4,248,131
15.	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs of school houses, and for libraries, apparatus, etc.	94,820	141,812	211,607	253,864	327,452	470,828	507,410
16.	Total amount paid for High School (including Collegiate Institutes) teachers' salaries	19,190	31,360	51,417	89,857	168,160	215,871	181,091
17.	Total amount paid for erection and repairs of High School (including Collegiate Institutes) houses, maps, apparatus, prizes, fuel, books, etc.	332,825	430,690	250,968	262,307	280,832	353,987	354,718
18.	Amount paid for other educational purposes*	1,920,023	2,820,226	3,587,481	3,633,002	4,518,549	5,094,603	5,291,380
19.	Grand total paid for educational purposes	4,890	5,476	6,468	6,468	7,594	8,480	8,824
20.	Total Public and Separate School Teachers	2,849	2,626	3,020	3,062	2,718	2,770	2,719
21.	Total male teachers	2,041	2,850	3,448	3,795	4,876	5,710	6,029
22.	Total female teachers	208	208	208	206	208	208	208
23.	Average number of days each Public School has been kept open							

* Colleges and Private Schools are included for 1867 and 1872.



PUBLIC SCHOOL, BRUSSELS.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1895.*

I. *ORDERS IN COUNCIL.*

1. NIAGARA FALLS HIGH SCHOOL TO RANK AS A COLLEGIATE INSTITUTE, APPROVED (11th January, 1895).
—————
2. WINDSOR HIGH SCHOOL TO RANK AS A COLLEGIATE INSTITUTE, APPROVED (18th February, 1895).
—————
3. W. PRENDERGAST, B.A., APPOINTED SEPARATE SCHOOL INSPECTOR, APPROVED (23rd May, 1895).
—————
4. AGREEMENT WITH J. E. BRYANT (IN TRUST) FOR THE PUBLICATION OF THE "FIRST PRINCIPLES OF AGRICULTURE," APPROVED (23rd July, 1895).
—————
5. AGREEMENTS *re* THE PUBLICATION OF THE HIGH SCHOOL PHYSICAL SCIENCE, THE HIGH SCHOOL CHEMISTRY; COMPOSITION FROM MODELS FOR USE IN HIGH SCHOOLS, HIGH SCHOOL BOTANICAL NOTE BOOK, PART I., APPROVED (15th August, 1895).
—————
6. HIGH SCHOOL ESTABLISHED AT LEAMINGTON, APPROVED (16th September, 1895).
—————
7. FURTHER ORDER *re* ESTABLISHMENT OF HIGH SCHOOL AT LEAMINGTON, APPROVED (1st November, 1895).
—————

II. *MINUTES OF DEPARTMENT.*

1. REGULATIONS *re* POOR SCHOOL GRANT, APPROVED (27th March, 1895).
—————
2. REGULATIONS *re* PUBLIC LIBRARIES, ETC., APPROVED (2nd May, 1895).
—————
3. COURSES IN MCMASTER UNIVERSITY, APPROVED FOR NON-PROFESSIONAL STANDING FOR SPECIALIST CERTIFICATES, (12th June, 1895).
—————
4. COURSES IN QUEEN'S UNIVERSITY APPROVED FOR NON-PROFESSIONAL STANDING FOR SPECIALIST CERTIFICATES, (12th June, 1895).
—————
5. COURSES OF STUDY IN HIGH SCHOOLS, APPROVED (12th June, 1895).
—————
6. APPOINTMENT OF MR. WILLIAM BRICK, MISS FLORENCE HARRINGTON, AND MISS H. SOPHIA WILLIAMS TO THE OTTAWA MODEL SCHOOL STAFF, APPROVED (6th August, 1895).
—————
7. REGULATIONS *re* SUPPLEMENTARY TEXT-BOOKS IN PUBLIC SCHOOLS, APPROVED (6th August, 1895).
—————
8. REGULATIONS *re* SPECIALIST CERTIFICATES; KINDERGARTEN CERTIFICATES; AND TEXT-BOOKS, APPROVED (13th August, 1895).

III.—CIRCULARS FROM THE MINISTER.

DEPARTMENTAL REGULATIONS.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

High School Entrance and Public School Leaving Examinations.

I. ENTRANCE EXAMINATION.

The Entrance examinations to High Schools and Collegiate Institutes will be held on dates to be fixed by the Minister of Education. The following is the limit of studies in the various subjects :—

Reading.—A general knowledge of the elements of vocal expression, with special reference to emphasis, inflection and pause. The reading, with proper expression, of any selection in the Fourth Reader. The pupil should be taught to read intelligently as well as intelligibly.

Literature.—The object of the study is to secure the pupil's intelligent comprehension of and familiarity with the lessons in the Reader. To this end, he should be taught to give for words or phrases, meanings which may be substituted therefore, without impairing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connections of the thoughts in any selected passage; to explain allusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage, by being able to read it with proper expression. He should be required to memorize passages of special beauty from the selections prescribed, and to reproduce in his own words, the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

Orthography and Orthoëpy.—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelled or pronounced. The distinction between words in common use in regard to spelling, pronunciation, and meaning.

Geography.—The form and the motions of the earth. The definitions as contained in the authorized text-book; divisions of land and water; circles of the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa. Maps of Canada and Ontario, including the railway systems. The products and the commercial relations of Canada.

Grammar.—The sentence; its different forms. Words; their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The government, the agreement and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing and analysis of simple sentences.

Composition.—The nature and construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises: changing the voice of the verb; expanding a word or a phrase into a clause; contracting a clause into a word or a phrase; changing from direct to indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose; the elements of punctuation. Short narratives or descriptions, and familiar letters, to which most attention should be given.

At the examination in Composition the candidate will be expected simply to write a letter and a narrative or description, each being of about thirty lines in length.

History.—The outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion Government. The outlines of British history shall also be taught without a text-book; there will be questions in British history at the High School Entrance examination.

Arithmetic.—Numeration and notation; the elementary rules; greatest common measure and least common multiple; reduction; the compound rules; vulgar and decimal fractions; elementary percentage and interest.

Writing and Drawing.—Candidates will submit their copy-books, authorized copy-book No. 6, showing their work in writing for at least three months, and their Drawing book No. 5. Drawing and Writing in any blank exercise book will be accepted, so long as the work covers the prescribed course, and no discrimination will be made in favor of the work contained in the authorized drawing books or copy-books.

Physiology and Temperance.—Digestion, respiration, the circulation of the blood, and the nervous system. The effects of alcohol and narcotics. Exercise; cleanliness.

Values of Subjects.

Reading, 50 marks; Drawing, 50; Physiology and Temperance, 75; Writing and Neatness, 35; Writing, 50; Orthography, 30; Literature, 100; Arithmetic, 100; Grammar, 100; Geography, 75; Composition, 100; History, 75. The marks for neatness shall be divided equally among the last seven subjects, and shall be added to the value herein assigned to those subjects. Of the marks for Drawing and Writing 25 will be assigned to the paper on these subjects, and a maximum of twenty-five may be awarded as the result of the inspection of the candidate's drawing and copy-books. Two marks shall be deducted for each mis-spelt word on the Dictation paper, and one mark shall be deducted for each mis-spelt word on the other papers.

II. PUBLIC SCHOOL LEAVING EXAMINATION.

The Public School Leaving Examination will be held on the same dates as the High School Entrance Examination and at the same places. The following is the limit of studies in the various subjects:—

Reading.—A general knowledge of the principles of orthoëpy and of elocution; reading, spelling and syllabication.

Grammar and Composition.—Etymology and syntax; exercises chiefly on passages from prose authors not prescribed; themes on familiar subjects; familiar and business letters.

English Poetical Literature.—Intelligent comprehension of and familiarity with the prescribed selections; memorization of the finest passages; oral reading of the selections.

History and Geography.—The leading events of British History—the nineteenth century more particularly. Commercial and physical geography. Geography of Canada and the British Empire more particularly.

Arithmetic and Elementary Mensuration.—Arithmetic in theory and practice; special attention to commercial problems; insurance, simple and compound interest; averaging accounts; discount, stock, bonds and partnership; area of rectilinear figures.

Algebra.—Elementary rules; fractions; simple equations of one unknown quantity; simple problems.

Euclid.—Book I, propositions 1-26; easy deductions.

Commercial Course.—Writing; book-keeping, single entry; commercial forms; general business transactions.

Drawing.—Drawing book No. 6.

Physiology and Temperance.—The course in the Fourth Form continued and including also the other subjects in the text-book.

(1) Each candidate shall submit for examination his school work in book-keeping and commercial transactions, to the extent of one set at least of ten foolscap pages or the equivalent thereof, comprising the necessary books of original entry with cash book, journal, ledger and bill-book. The set shall be specially suitable for farmers and artisans, or for retail merchants and general traders. Three accounts shall be made from the set in proper form and submitted to the examiners. The candidates shall also submit at least two examples of each kind of commercial forms and correspondence pertaining to the set. A descriptive index shall accompany the set, and the transactions in the set worked out in a school shall be different from year to year.

(2) It is recommended that candidates for the Public School Leaving Examination, who intend to enter a High School shall, before doing so, pass also the High School Primary Examination in Reading, Drawing and the Commercial Course.

(3) In Drawing, candidates will submit Book No. 6 of the Drawing course prescribed for Form V., which book may be substituted for one of the Drawing books prescribed for the High School Primary Examination in Drawing, Reading, etc., in the case of candidates prepared at Public Schools for both this examination and the Public School Leaving Examination. Such book and the work submitted in Book-keeping shall be certified by the candidate's teacher or teachers as being the work of the candidate.

(4) At the examination in Composition, candidates will be required to write an essay or a letter about sixty lines in length.

(5) The paper on Literature will be based partly on "Sight work," and partly on one or more passages from prescribed selections.

Values of Subjects.

(6) In reading the papers the examiners shall be guided by the following schedule of marks and instructions: Arithmetic and Mensuration, 200; Euclid and Algebra, 150; English Grammar, 150; English Poetical Literature, 150; English Composition (Essay or Letter), 100; History, 100; Geography, 100; Book-keeping and Penmanship, 100; Physiology and Temperance, 75; Drawing, 50; Reading, 50.

(7) Of the marks for Book-keeping and Drawing, one-half will be assigned to the paper on the subject and the other half may be awarded by the examiners as the result of the inspection of the candidate's work submitted in Book-keeping and Drawing.

SELECTIONS FOR LITERATURE.

ENTRANCE.

From the Fourth Book.

1896.

- Lesson III. Loss of the Birkenhead.
- Lesson XI. The Evening Cloud.
- Lesson XII. The Truant.
- Lesson XVI. The Humble Bee.
- Lesson XXIV. The Face against the Pane.
- Lesson XXVII. The Battle of Bannockburn.
- Lesson XXXIII. The Skylark.
- Lesson XXXIV. Death of Little Nell.
- Lesson XXXIX. A Psalm of Life.
- Lesson LI. The Heroes of the Long Sault.
- Lesson LVI. The Honest Man.
- Lesson LIX. Yarrow Unvisited.
- Lesson LXIII. The Exile of Erin.
- Lesson LXIV. Ye Mariners of England.
- Lesson LXIX. The Changeling.
- Lesson LXXXIX. The Capture of Quebec.
- Lesson LXXXVII. The Song of the Shirt.
- Lesson XCV. A Forced Recruit at Solferino.

1895.

- Lesson I. Tom Brown.
 Lesson V. Pictures of Memory.
 Lesson X. The Barefoot Boy.
 Lesson XVIII. The Vision of Mirza—*First reading.*
 Lesson XX. The Vision of Mirza—*Second reading.*
 Lesson XXIII. On His Own Blindness.
 Lesson XXVI. From "The Deserted Village."
 Lesson XXXII. Flow Gently, Sweet Afton.
 Lesson XXXVII. The Bell of Atri.
 Lesson XLII. Lady Clare.
 Lesson LXVIII. The Heroine of Vercheres.
 Lesson LXXVI. Landing of the Pilgrims.
 Lesson LXXXIX. After Death in Arabia.
 Lesson XCI. Robert Burns.
 Lesson XCIV. The Ride from Ghent to Aix.
 Lesson XCVI. Canada and the United States.
 Lesson XCVIII. National Morality.
 Lesson CI. Scene from "King John."

PUBLIC SCHOOL LEAVING.

1895.

From the High School Reader.

XXXI., To a Highland Girl ; XXXV., The Isles of Greece ; LI., Horatius ; LII., The Raven ; LVI., To the Evening Wind ; LXVII., The Hanging of the Crane ; LXXIX., The Lord of Burleigh ; LXXXI., The "Revenge" ; LXXXII., Hervé Riel ; CII., A Ballad to Queen Elizabeth ; CV., The Return of the Swallows ; CVIII., To Winter.

SELECTIONS FOR MEMORIZATION.

ENTRANCE.

Fourth Reader.

1. The Bells of Shandon, pp. 51-52 ; 2. To Mary in Heaven, pp. 97-98 ; 3. Ring Out, Wild Bells, pp. 121-122 ; 4. Lady Clare, pp. 128-130 ; 5. Lead Kindly Light, p. 145 ; 6. Before Sedan, p. 199 ; 7. The Three Fishers, p. 220 ; 8. The Forsaken Merman, pp. 298-302 ; 9. To a Skylark, pp. 317-320 ; 10. Elegy, written in a country churchyard, pp. 331-335.

PUBLIC SCHOOL LEAVING.

English Literature.—The following selections from the High School Reader :—

1896. V, To Daffodils ; XVIII, Rule, Britannia ; XX, The Bard ; XXXI, To a Highland Girl ; XXXV, The Isles of Greece ; XLIX, Indian Summer ; LII, The Raven ; LIV, My Kate ; LXII, The Cane-bottomed Chair ; LXVII, The Hanging of the Crane ; LXIX, As Ships, becalmed at Eve ; CV, The Return of the Swallows.

1897. V, To Daffodils ; XX, The Bard, XXXI, To a Highland Girl ; XXXIV, The Well of St. Keyne ; XXXVI, Go where Glory Waits Thee ; XXXVII, Dear Harp of My Country ; XLI, The Cloud ; XLVI, The Bridge of Sighs ; LI, Horatius ; LXVII, The Hanging of the Crane ; LXXIX, The Lord of Burleigh ; LXXXI, The "Revenge."

1898. XVIII, Rule Britannia ; XXVIII, The Cotter's Saturday Night ; XXXV, The Isles of Greece ; XXXVII, Dear Harp of My Country ; XLVI, The Bridge of Sighs ; LI, Horatius ; LIV, My Kate ; LXII, The Cane-bottomed Chair ; LXVII, The Hanging of the Crane ; LXXVI, Barbara Freitchie ; LXXIX, The Lord of Burleigh ; LXXXI, The "Revenge."

DEPARTMENTAL REGULATIONS.

GRANTS TO SCHOOLS IN NEW AND POOR TOWNSHIPS.

82.—All sums of money appropriated by the Legislative Assembly in aid of schools in the unorganized districts, or for the relief of weak schools generally, shall be distributed by the Minister of Education subject to the following conditions :—

(1) That a school section with definite boundaries has been established under the authority of the Public Schools Act, 1891.

(2) That trustees have been elected and suitable accommodation provided for all resident pupils.

(3) That a teacher holding a valid certificate has been employed for at least six months of the year.

(4) That the half-yearly and yearly reports have been sent to the Inspector in the prescribed forms and certified by him as satisfactory.

(5) That the financial condition of the section, because of its limited area, its depressed agricultural condition, its recent settlement, its remoteness from markets and railway accommodations or any exceptional cause, clearly establish the inability of the ratepayers to bear the ordinary burdens of taxation for school purposes.

82.—(a) In townships under County organization the Inspector shall submit to the County Council at the regular meeting thereof in January or June of each year, a list of the schools in his Inspectoral Division where the assessments for school purposes is insufficient for the proper maintenance of the school, and shall indicate in each case any special reason why the statutory grants for school purposes should be supplemented by the County Council.

82.—(b) All schools receiving special grants, either from Township or County Councils, shall receive from the Poor School Fund voted by the Legislature the equivalent of such special grant, provided the sum voted by the Legislature is sufficient. When the Legislative grant is not sufficient to admit of paying the equivalent of this county or township grant, then such grant shall be made *pro rata*.

82.—(c) No grant shall be made to schools in any township under County organization when the Municipal Council of the township or the county has neglected or refused to give special aid as provided in section 112 of the Public Schools Act, unless the report of the Inspector shows that the taxation for school purposes is excessive and that a special grant is necessary for the efficient maintenance of the school section concerned.

82.—(d) All regulations heretofore adopted by the Education Department with respect to Poor Schools are hereby repealed.

EDUCATION DEPARTMENT,
Toronto, February, 1895.

KINDERGARTEN CERTIFICATES, EXAMINATIONS AND SYLLABUS.

1.—(1) No person shall be appointed to take charge of a Kindergarten in which assistant teachers or teachers-in-training are employed, who has not passed the examination prescribed for Director of Kindergartens; and no person shall be paid a salary or allowance for teaching under a Director who has not passed the examination prescribed for assistant teachers.

(2) No person shall be admitted to the course of training prescribed for assistants who is not seventeen years of age and who does not hold a primary certificate, or who has not spent at least three years in a High School. No person shall be admitted to the course prescribed for Directors unless such person has obtained an Assistant's certificate.

(3) Any person who attends a Kindergarten for one year and passes the examinations prescribed by the Education Department shall be entitled to an Assistant's certificate; and the holder of an Assistant's certificate, shall, on attending a Provincial Kindergarten one year and on passing the prescribed examinations, be entitled to a Director's certificate.

(4) Any person holding a Second Class Certificate, shall, on attending a Provincial Kindergarten one year and passing the examinations required by the Education Department, obtain a Director's certificate.

(5) The Minister of Education, may, at his discretion, accept the certificate of any other training school for Kindergarten work, as the equivalent of the Departmental Kindergarten examinations, or he may limit Kindergarten certificates to any city or town, as he may deem expedient.

EXAMINATIONS.

2.—(1) The Minister of Education shall prescribe the time and place for Kindergarten examinations, and shall appoint such Examiners in the Theory and Practice of Kindergarten work as he may deem expedient. The examination for Directors shall embrace the General Principles of Fröbel's System, 150 marks; Theory and Practice of the Gifts and Occupations, 100 marks; Mutter and Kose-Lieder, 100 marks; Miscellaneous Paper, 100 marks; Practical Teaching, 500 marks; and Book-work for those taking one year's course, 400 marks. The examination for Assistants shall embrace the Theory and Practice of the Gifts, two papers; Theory and Practice of the Occupations, one paper; Miscellaneous Paper, each paper, 100 marks; Book-work, 400 marks.

(2) The Director of each Kindergarten sending up candidates to the examination for Assistants' certificates shall be required to certify to the Education Department that the Pease-work and Modelling have been satisfactorily completed.

COURSE OF STUDY FOR KINDERGARTEN ASSISTANTS.

KINDERGARTEN GIFTS.

At the conclusion of the first year's course of training, candidates for Assistant's certificates should be qualified to explain the gifts, their general objects as well as their specialties; how they are graded and why; their connection with other branches of Kindergarten work; also a full explanation of the general method of the Kindergarten and how applied in exercises with the gifts. As the gifts have a mathematical foundation, a knowledge of the elements of geometry will be required.

1st Gift (Balls):

A series of songs that may be used in connection with exercises given with 1st Gift. Not less than twelve songs. Classify these songs and give a lesson illustrating each characteristic. Practical work to be submitted in Gift Book.

2nd Gift (Ball, Cube, Cylinder):

A series of songs that may be used in connection with exercises given with the 2nd Gift. Not less than ten songs. Classify songs and give a lesson illustrating each characteristic. Practical work to be submitted in Gift Book.

3rd Gift (Building):

- (a) Lists of two series, forms of life. Not less than twelve forms in each list.
 - (b) Three sequences, forms of beauty. Not less than twelve forms in each sequence.
- Practical work to be submitted in Gift Book.

4th Gift (Building) :

- (a) List of two series, forms of life. Not less than twelve forms in each list.
- (b) Two sequences, forms of beauty. Not less than twelve forms in each sequence.
- (c) Building problems for estimating dimensions, cubic contents, etc. Not less than eight in the list.
- (d) Exercises illustrating balance, surface representation, communicated motion, etc. Practical work to be submitted in Gift Book.

5th Gift (Building) :

- (a) A list of forms of life. Not less than twelve.
- (b) Two sequences, forms of beauty. Not less than eight forms in each sequence.
- (c) Five sequences, forms of knowledge.
 - 1. Geometrical forms.
 - 2. " "
 - 3. " "
 - 4. Fractional divisions, 3rds, 9ths, 27ths.
 - 5. " " 3rds, 6ths, 12ths.
- (d) Development of mathematical prisms.
 - 1. Square prisms.
 - 2. Triangular prisms.
- (e) Suggestions for different kinds of numerical exercises that may be given with 5th Gift. Practical work to be submitted in Gift Book.

6th Gift (Building) :

- (a) A list of forms of life. Not less than twelve forms in the list.
- (b) Two sequences, forms of beauty. Not less than eight forms in each sequence.
- (c) Building problems. Not less than fourteen in the list. Practical work to be submitted in Gift Book.

7th Gift (Tablets) :

- I. Description, derivation, definition.
- II. Positions of one tablet.
- III. Relative positions of two tablets.
- IV. Mathematical figures that may be produced by combining two tablets.
- V. Mathematical figures produced by combining three tablets.
- VI. Life forms with one tablet. Not less than five named.

"	two tablets	"	drawn.
"	four	"	"
"	eight	"	"
"	sixteen	"	"
"	thirty-two	"	two "

Two miscellaneous forms of life.

VII. Forms of beauty :

- (a) From a given centre. Not less than two forms.
- (b) Repetition. Not less than two forms.
- (c) In sequence " sequences.

VIII.—1. Development of all mathematical figures to three sizes.

- (a) Triangles.
- (b) Squares.
- (c) Oblongs.
- (d) Rhomboid.
- (e) Rhomb.
- (f) Trapezoid.
- (g) Hexagon.
- (h) Octagon.

2. Irregular polygons.

IX. Comparison of mathematical figures, formed from a given number of tablets.

Practical work to be submitted in Gift Book.

8th Gift (Sticks):

Assistants must submit not less than five forms with each number of the following combinations:

- I.—1. (a) Combinations of sticks into life forms, using two sticks, even lengths.
- (b) Combinations of sticks into life forms, using three sticks, even lengths.
- (c) Combinations of sticks into life forms, using four sticks, even lengths.
- (d) Combinations of sticks into life forms, using five sticks, even lengths.
- (e) Combinations of sticks into life forms, using six sticks, even lengths.
- (f) Combinations of sticks into life forms, using seven sticks, even lengths.
- (g) Combinations of sticks into life forms, using eight sticks, even lengths.
- (h) Combinations of sticks into life forms, using nine sticks, even lengths.
- (i) Combinations of sticks into life forms, using ten sticks, even lengths.
- 2. Life forms with sixteen sticks, even lengths. Not less than five forms.
- 3. Forms of life, using sticks of any length. Not less than five forms.

II. Forms of beauty:

- (a) From a given centre. Not less than two forms.
- (b) Repetition. “ “
- (c) In sequence. “ “ sequences.

Practical work to be submitted in Gift Book.

9th Gift (Rings):

- I. (a) Relative position of one large and one small ring.
- (b) “ “ ring of the three sizes.
- (c) Position of one half-ring.
- (d) Relative position of two half-rings.
- (e) “ “ one half-ring and one whole ring.
- II. (a) Life forms with one ring. Not less than five named.
- (b) “ “ five rings “ drawn.
- (c) “ “ ten “ “ “
- (d) “ “ four half-rings. “ “
- (e) “ “ eight “ “ “
- (f) “ “ twelve “ “ “
- (g) Miscellaneous forms of life with rings, half-rings and quarter-rings. Not less than three drawn.

Forms of beauty, using rings, half-rings and quarter-rings. Not less than three forms.

Practical work to be submitted in Gift Book.

Slats (First School).

1. Fan.
2. Windows (squares illustrated).
3. Gate (oblong illustrated).
4. Picture frame.
5. Fish (rhomb).
6. Nine rhombs.

Slats (Second School) :

1. Three-pointed star.
2. Five " (pentagon).
3. Six " (hexagon).
4. Seven " (heptagon).
5. Eight " (octagon).
6. Ten "
7. Twelve "

Two inventions.

Practical work submitted in Gift Book.

Kindergarten Occupations.

Assistants must be qualified to explain the use of the Kindergarten occupations, their connections with other branches of the work, the application of the general method to the exercises given with them.

Sewing :

Illustrate a school of sewing, comprising not less than fifty different figures, logically connected and illustrating the following lines and their combinations :

- (a) Vertical lines.
- (b) Horizontal lines.
- (c) Slanting lines of all orders.
- (d) Curves.

Practical work to be submitted in Gift Book.

Rules for sewing inventions :

1. Vertical and horizontal lines of one length.
 - (a) A form of life.
 - (b) " beauty.
2. Vertical and horizontal lines of two lengths.
 - (a) A form of life.
 - (b) " beauty.
3. Vertical and horizontal lines of one and two lengths.
 - (a) A form of life.
 - (b) " beauty.
4. Slanting lines, first order, one length.
 - (a) A form of life.
 - (b) " beauty.
5. Slanting lines of the first order, two lengths.
 - (a) A form of beauty.
6. Slanting lines, first order, one length, combined with vertical and horizontal lines, one length—form of beauty.
7. An invention in all elements thus far given.
8. Slanting lines, second order, one length.
 - (a) A form of life.
 - (b) " beauty.

9. Slanting lines, first and second orders combined, one length, form of beauty.
 10. An invention in all elements thus far given.
 11. " quarter curves.
 12. " half "
 13. " circles.
 14. Two inventions, using quarter curves, half curves and circles.
 15. An invention in all elements thus far given.
 16. Four miscellaneous inventions, either life or beauty.
- Practical work to be submitted in Occupation Books.

Drawing :

- I. Combine five vertical lines from one to five lengths into a triangle.
- II. Repeat this triangle in four different positions.
- III. Combine these four triangles into
 - (a) A solid figure.
 - (b) A hollow figure.
 - (c) Two intermediate figures.
- IV. From the solid and hollow figures form four limbs :
 - First limb.—Place the lower half of the solid figure below the lower half of the hollow figure.
 - Second limb.—Place the upper half of the solid above the upper half of the hollow figure.
 - Third limb.—Place the right half of the solid to the right of the right half of the hollow figure.
 - Fourth limb.—Place the left half of the solid to the left of the left half of the hollow figure.
- V. Combine these four limbs into a large solid figure, reversing the position of the limbs, combine them into a large hollow figure.
- VI. From the four original triangles make two twisting figures.
- VII. From these twisting figures make two limbs thus :
 - By placing the right half of each figure to the left of the left half of the same figure.
- VIII. Using each of these limbs twice, make two large figures. In the first figure the original solid will appear, in the second figure the original hollow will appear.
- IX. Repeat these eight rules in—
 - (a) Horizontal lines.
 - (b) Right angles.
 - (c) Squares without, to three sizes, combined vertically and horizontally.
 - (d) Slanting lines, first order.
 - (e) Slanting lines, all orders.
 - (f) Half circles.
 - (g) Circles.

Practical work to be submitted in Occupation Book.

Drawing inventions :

- 1st Set:—1. Vertical lines, one length.
- (a) A form of life.
 - (b) " beauty.
2. Vertical lines, all lengths.
- (a) A form of life.
 - (b) " beauty.
3. Horizontal lines, one length.
- (a) A form of life.
 - (b) " beauty.

4. Horizontal lines, all lengths.

(a) A form of life.

(b) " beauty.

- 2nd Set:—1. Vertical and horizontal lines of all lengths, touching at one point.
 2. " " " one length, " two points.
 3. " " " all lengths, " three "
 4. " " " " " four "
 5. " " " " " five "

- 3rd Set:—1. Slanting lines, 1st order, all lengths, not touching.
 2. " " " touching at one point.
 3. " " " " two points.
 4. " " " " three "
 5. " " " " four "
 6. " " " " five "

- 4th Set:—1. Disconnected squares, all lengths.
 2. Squares of all lengths, sides touching.
 3. " " corners touching.
 4. All elements thus far given.
 5. Squares combined with vertical and horizontal lines.
 6. Squares using all lengths. Form of life.
 7. Right isosceles triangles, all sizes.
 (a) A form of life.
 (b) " beauty.
 8. Equilateral triangles, all sizes.
 (a) A form of life.
 (b) " beauty.
 9. Obtuse isosceles triangles, all sizes.
 (a) A form of life.
 (b) " beauty.
 10. Scalene triangles, all sizes.
 (a) A form of life.
 (b) " beauty.
 11. All triangles combined.
 A form of beauty.
 12. Two inventions in quarter circles.
 13. " " half "
 14. " " circles.
 15. An invention in quarter circles, half circles, and circles, combined, all sizes.
 16. All elements thus far given.
 17. Four miscellaneous inventions.
 18. Three freehand sketches suitable for children's coloring.
 19. Three freehand sketches illustrating morning talks or songs.

Coloring (crayons or water colors.)

1. A sequence of forms showing development and combination of color.
2. Inventions in geometric forms, combined into figures, and borders, not less than three forms.
3. Three pictures suitable for illustration. Practical work submitted in occupation book.

Mat Weaving :

1st Set :—Wide and narrow strips alternated.

1. 1 up, 1 down, taking narrow with narrow and wide with wide.
2. 1 " 1 " taking narrow with wide and wide with narrow.
3. 2 " 2 "
4. 1 " 2 "
5. 2 " 1 "
6. 2 " 2 " diagonally.
7. 2 " 1 " "
8. 2 d'wn 1 up, "

2nd Set :—Strips of equal width.

1. 1 up 1 down.
2. 2 " 2 "
3. 2 " 1 "
4. 2 " 1 " 1 up 2 down.
5. 2 " 1 " 1 " 1 "
6. 3 " 3 "
7. 3 " 1 "
8. 3 " 2 "
9. 3 " 1 " 1 " 1 "
10. 1 d'wn, 2 up, in steps of four.
11. 1 " 2 " continued steps from right to left.
12. 1 " 2 " " " left " right.
13. 1 " 2 " " " reversed.
14. 1 " 2 " angles to centre.
15. 1 " 2 " " outward.
16. 2 " 2 " in steps of three.
17. 2 " 2 " continued steps from right to left.
18. 2 " 2 " " " left " right.
19. 2 " 2 " " " reversed.
20. 2 " 2 " angles to centre.
21. 2 " 2 " " outward.
22. 2 up, 1 down, 1 up, continued steps from right to left.
23. 2 " 1 " 1 " " left " right.
24. 2 " 1 " 1 " " reversed.
25. 3 " 1 " 1 " 1 down " from right to left.
26. 3 " 1 " 1 " 1 " " left to right.
27. 3 " 1 " 1 " 1 " " reversed.
28. Combination of twos, threes and ones, in steps. Practical work for occupation book.

Mat Inventions :

1. Two inventions in twos.
2. " " " twos and ones.
3. " " " threes.
4. " " " threes and ones.
5. " " " threes and twos.
6. " " " threes, twos and ones.
7. Six miscellaneous inventions. (Forms of Beauty.)

*Folding.***I. Folding (salt-cellar, ground form).**

1. Salt-cellar.
2. Star.
3. King's crown.
4. Queen's crown.
5. Pepper box.
6. Satchel.

II. Folding (double salt-cellar, ground form).

1. Cap.
2. Muff.
3. Boots.
4. Bobbin.
5. Shirt.
6. Trousers.

III. An original sequence of life forms, not less than six forms.

IV. Folding (tablecloth, ground form).

1. Tablecloth.
2. Table.
3. Handkerchief case.
4. Windmill.
5. Vase.
6. Sail boat.
7. Double boat.
8. Loose box.
9. Tight box.
10. Picture frame.

V. Six miscellaneous inventions in life forms. Practical work for occupation book.

Folding (salt-cellar, forms of beauty).

The fundamental form is given and by a change in three directions, various forms are produced :

- (a) From without, turned inward.
- (b) From within, turned outward.
- (c) Combination.

From these rules form two sequences forms of beauty, not less than six forms.
Tablecloth forms of beauty.

The tablecloth forms of beauty consist of five modifications :

- (a) Hexagon.
- (b) Trapezium, from within turned outward.
- (c) " " without " inward.
- (d) Rhomb.
- (e) Rhomboid.

Inventions required :

1. Eighteen inventions from salt-cellar, ground form.
2. " " " tablecloth, "
3. One combination, not less than eight different forms combined in one large figure.
4. One mosaic, not less than thirty-six forms. Quarters of full size paper for Nos. 3 and 4. Practical work for occupation books.

Cutting.

1. Right isosceles ground form, not less than thirty-eight figures in logical sequence.
2. Equilateral triangle, ground form, not less than twenty-six figures in logical sequence.
3. Right isosceles, ground form (a school of curves), not less than twelve figures. Practical work for occupation book.

Parquetry.

- I. Three miscellaneous life forms using circles.
- II. " " " " squares.
- III. A form of beauty using right isosceles triangles.
- IV. " " " " equilateral triangles.
- V. A form of beauty emphasizing form through contrast in color—right isosceles triangles.
- VI. A form of beauty emphasizing color by contrast and combination—any form may be used.
- VII. A logical sequence of five figures, forms of beauty, any form may be used.

Kindergarten Pease Work.

- I. With one stick, a list of objects, not less than five.
- II. With two sticks :
 - (a) Right angle.
 - (b) Acute angle.
 - (c) Obtuse angle.
 - (d) Ten life forms.
- III. With three sticks :

Triangles.

 1. (a) Right isosceles.
 - (b) Acute "
 - (c) Obtuse "
 - (d) Scalene triangle.
 - (e) Obtuse scalene.
 - (f) Equilateral triangle.
 2. Five life forms with three sticks in each.
 3. Triangular prism, right and oblique.
 4. Tetrahedron.
 5. One form of life from a triangular prism.
 6. Two forms of beauty from the equilateral triangle.

Quadrilaterals.
- IV. 1. Square. "
2. Five life forms with four sticks in each.
3. Square prism, right and oblique.
4. Pyramid from a square base.
5. Four life forms from a square prism.
6. Two forms of beauty from a square centre.
- V. 1. Oblong.
2. Rectangular parallelopiped.
3. Four life forms from rectangular parallelopiped.
- VI. 1. Rhomb.
2. Rhombic prism.
- VII. 1. Rhomboid.
2. Rhomboidal prism.
- VIII. 1. Trapezoid.
2. Trapezoidal prism.
3. One form of life from trapezoidal prism.
- IX. 1. Trapezium.
2. Prism whose bases are trapeziums.
3. One form of life from prism whose bases are trapeziums.

- X. With five sticks :
1. Pentagons.
 2. Forms with five sticks—not less than six.
 3. Pentagonal prism.
 4. One life form from pentagonal prism.
 5. One form of beauty from pentagonal centre.
- XI. With six sticks :
1. Hexagon.
 2. Forms of life with six sticks—not less than six.
 3. Hexagonal prism.
 4. Life form from hexagonal prism.
 5. Two forms of beauty from hexagonal centre.
- XII. With eight sticks :
1. Octagon.
 2. Forms of life with eight sticks—not less than six.
 3. Octagonal prism.
 4. Forms of life from octagonal prism.
 5. Two forms of beauty from octagonal centre.
- XIII. Regular octahedron.
- XIV. A solid having twenty-six faces.
- XV. Six miscellaneous forms of life.
- Six " " beauty (double).

Kindergarten Modelling.

- I. Ball (solid forms):
1. The type.
 2. Five objects, modifications of the type.
- Half solid :
1. The type.
 2. Three objects, modifications of the type.
- Plane :
1. The type.
 2. Three objects, modifications of the type.
- II. One combination of solid, half solids and plane.
- III. Oblate spheroid (solid form) :
1. The type.
 2. Three objects, modifications of the type.
- Half solid :
1. The type.
 2. Three objects, modifications of the type.
- Plane :
1. The type.
 2. Three objects, modifications of the type.
- IV. One combination of solid, half solid and plane.
- V. Prolate spheroid (solid form) :
1. The type.
 2. Three objects, modifications of the type.
- Half solid :
1. The type.
 2. Three objects, modifications of the type.

Plane :

1. The type.
2. Three objects, modifications of the type.

VI. One combination of solid, half solid and plane.

VII. Ovoid (solid form) :

1. The type.
2. Three objects, modifications of the type.

Half solid :

1. The type.
2. Three objects, modifications of the type.

Plane :

1. The type.
2. Three objects, modifications of the type.

VIII. One combination of solid, half solid and plane.

IX. Cone (solid form) :

1. The type.
- Three objects, modifications of the type.

Frustrum :

1. The type.
2. Three objects, modifications of the type.

Conoid :

1. The type.
2. Three objects, modifications of the type.

X. Cube (solid form) :

1. The type.
2. Three objects, modifications of the type.

* Half solid :

1. The type.
2. Three objects, modifications of the type.

Plane :

1. The type.
2. Three objects, modifications of the type.

XI. One combination of solid, half solid and plane.

XII. Cylinder (solid form) :

1. The type.
2. Three objects, modifications of the type.

XIII. Six miscellaneous inventions made large.

One large ornamental vase.

One fruit basket and fruit.

Two animals.

Songs, Games and Stories.

Assistants should be qualified to explain the general objects of the songs and games, the significance of gesture used in connection with them, and to show by what principles they should be guided in the selection of songs, games and stories.

Natural Science.

Assistants should possess a knowledge of elementary science, particularly of animals, plants, earth, air, water, etc., and should be able to illustrate the interesting portions of these subjects in stories and conversations with the children.

Books that may be consulted :

Mutter and Kose-Lieder—Fröbel.

Education of Man—Fröbel.

Pedagogics of the Kindergarten—Fröbel.

Education by Work—Baroness Von Bulow.

Guide to Gifts—Mad. Kraus Boelte.

Guide to Occupations—Mad. Kraus Boelte.

Educational Reformers—Quick (last edition).

Anthropology—Tyler.

Child's Book of Nature—Hooker.

Reminiscences of Fröbel—Baroness Von Bulow

Fairy Land of Science—Buckley.

Perez', First Three Years of Childhood.

Symbolic Education—Miss Blow.

Life and Her Children—Buckley.

Winners in Life's Race—Buckley.

In the Child's World—E. Poulsson.

Magic Glasses—Buckley.

Botany—Spotton.

Sundays at Yoho—Campbell.

Fröbel's Mother Communings—S. E. Blow.

Fröbel's Mother Songs and Games—S. E. Blow.

Fröbel's Poems and Pictures for the Songs and Games—S. E. Blow.

EDUCATION DEPARTMENT,
Toronto, July, 1895.

DEPARTMENTAL REGULATIONS.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

COURSES OF STUDY AND EXAMINATIONS.

ORGANIZATION.

Staff and Pupils.

1.—(1) In every High School or Collegiate Institute the head teacher shall be called the Principal, and the other teachers, Assistants.

(2) It shall be the duty of the Principal to determine the number of pupils in each form, the division of subjects among his assistants, and the order in which the subjects in each Form shall be taken up by the pupils, and to make such promotions from one Form to another as he may deem expedient.

(3) The regulations respecting the duties of teachers and pupils, and the hours for study in High Schools shall be the same as those prescribed for Public Schools, except as herein otherwise provided.

(4) Except when the Public and the High School occupy the same building, the Principal of the High School shall not be Principal of the Public School.

Subjects of Study.

2.—(1) The High School subjects of study shall be taken up in four Forms, with such subdivisions thereof as the Principal may consider necessary.

(2) The subjects of study in each Form shall be as follows :—

Form I. *Obligatory* : Reading, English Grammar and Rhetoric, English Composition, English Poetical Literature, History of Great Britain and Canada, Geography, Arithmetic and Mensuration, Algebra, Object and Model Drawing, Writing.

Optional : Latin, Greek, French, German, Botany, Book-keeping and Commercial Transactions, Stenography, Perspective Drawing.

Form II. *Obligatory* : Reading, English Grammar and Rhetoric, English Composition, English Poetical Literature, History of Great Britain and Canada, Arithmetic and Mensuration, Algebra, Geometry.

Optional : Latin, Greek, French, German, Physics, Writing, Book-keeping and Commercial Transactions, Stenography.

Form III. English Composition, English Poetical Literature, Ancient History, Algebra, Geometry, Latin, Greek, French, German, Chemistry, Physics, Botany.

Form IV. English Composition, English Poetical Literature, English and Ancient History, Algebra, Geometry, Trigonometry, Latin, Greek, French, German, Physics, Chemistry, Biology.

3.—(1) A pupil who is a candidate for a Departmental or other examination shall take up the obligatory subjects in Forms I. and II. and such of the optional subjects in these Forms and such of the subjects in Forms III and IV. as may be prescribed for his examination.

(2) A pupil who is not a candidate for a Departmental or other examination shall take up the obligatory subjects in Forms I. and II. and such other subjects in any of the Forms as may be selected by his parents or guardian and the Principal of the High School.

(3) No subject shall be taken up in any Form, other than the obligatory or optional subjects prescribed for the Form ; but, until July, 1897, the Principal may make such an arrangement of classes as the circumstances of his school may render necessary.

(4) At the option of the Board of Trustees and the Principal of the High School, the Art School Drawing Course may be taken up in Forms II. and III., and Agricultural Chemistry, Physiology and Temperance, and Vocal Music may be taken up in any Form.

4.—(1) During the First Term (last Monday of August till December 22nd), Writing shall be taught at least three times a week in the lowest division of Form I., each lesson being not less than half an hour in length. The course in Book-keeping should be begun in this division in January of each year, practice in Writing being continued in connection with the work in Book-keeping.

(2) During all the school terms, Reading shall be taught at least twice a week in each of the subdivisions of Forms I. and II., each lesson being not less than half an hour in length ; and the subject shall be taken up systematically in connection with English Literature in all the Forms.

(3) When the average number in a class in Reading or Writing exceeds twenty-five, proportionately more time than half an hour shall be given, and every pupil in the subdivisions concerned shall be required to take the course prescribed. The time required

for Reading and Writing shall, in each case, be apportioned separately from the other subjects on the time-table of the school and devoted to the teaching of them alone.

(4) Drill, Gymnastics, and Calisthenics shall be taught, during the regular school hours and in well organized classes, not less than an hour and a half a week in each division of Forms I., II. and III.; and additional provision should be made for practice by the pupils under efficient supervision. Drill, Calisthenics and Gymnastics is optional in Form IV. In High Schools that have no gymnasium, Gymnastics is not obligatory, and Drill and Calisthenics shall be taken up only in suitable weather and in accordance with the circumstances of each school. No pupil shall be exempted from the prescribed course in Drill, Gymnastics, and Calisthenics, except upon a medical doctor's certificate, or on account of evident physical defects. The principal may omit the physical exercises on sultry days in June and September. Half-hour periods are recommended for Drill, Gymnastics, and Calisthenics.

(5) In the case of a High School with a Gymnasium, no grant will be made on this part of the equipment unless the full time is allowed for Drill, Gymnastics, and Calisthenics, and unless the work done is of a satisfactory character, as certified by the visiting High School Inspector.

(6) Pupils who intend to proceed to the examinations of the Third or the Fourth Form, either directly or after obtaining a Primary Certificate, and who have selected a course containing three languages, should begin Latin on entering Form I., and Greek or French or both after about one year's study of Latin. Other pupils who intend to proceed to the examinations of the Third or the Fourth Form, either directly or after obtaining a Primary Certificate, should begin Latin on entering Form I., and the other language required in their course as soon as the organization of the school will permit.

(8) The average number in a class in the Laboratory work in Physics or Chemistry should not exceed twenty-five.

High School Courses of Study.

5. The following are the details of the courses of study in each Form :

FORM I.

Reading.—Practice in Oral Reading ; Spelling.

English Grammar and Rhetoric.—Etymology and Syntax, including the inflection, classification, and elementary analysis of words and the logical structure of the sentence ; rhetorical structure of the sentence and paragraph ; exercises, chiefly on passages from authors not prescribed.

English Composition.—Essays on familiar subjects ; familiar letters.

English Poetical Literature.—Intelligent and appreciative comprehension of the prescribed texts ; memorization of the finest passages ; Supplementary Reading from authors provided in the High School library or supplied by pupils under the authority of the High School Board ; oral reading of the texts.

History.—The History of Canada ; British History begun.

Geography.—The building up of the earth ; its land surface ; the ocean ; comparison of continents as to physical features, natural products and inhabitants ; relations of physical conditions to animal and vegetable products, and of natural products and geographical condition to the occupations of the people and national progress.

Form, size and motions of the earth ; lines drawn on the map, with reasons for their position ; relation of the positions of the earth with respect to the sun, to light and temperature ; the air ; its movements ; causes affecting climate.

Natural and manufactured products of the countries of the world, with their exports and imports ; transcontinental commercial highways and their relation to centres of

population ; internal commercial highways of Canada and the chief internal commercial highways of the United States ; commercial relations of Great Britain and her colonies.

Forms of governments in the countries of the world and their relation to civilization.

Arithmetic and Mensuration.—Proofs of elementary rules in Arithmetic ; Fractions (theory and proofs) ; Commercial Arithmetic ; Mental Arithmetic ; Mensuration of rectilinear figures.

Algebra.—Elementary rules ; Highest Common Measure ; Lowest Common Multiple ; Fractions begun.

Drawing.—Object and Model Drawing ; Perspective.

Writing and Book-keeping.—Writing ; Book-keeping by single and double entry ; commercial forms ; general business transactions.

Stenography.—The elements of Pitman's system.

Latin.—The elementary Latin Book, grammar, composition, and sight-reading.

Greek.—The Beginners' Greek Book begun.

French.—The Elementary French Book, grammar, composition, conversation, dictation, and sight-reading.

Botany.—The practical study of representatives of the following natural orders of flowering plants :

Ranunculaceæ, Cruciferae, Malvaceæ, Leguminosæ, Rosaceæ, Sapindaceæ, Umbelliferae, Compositæ, Labiatae, Cupuliferae, Araceæ, Liliaceæ, Iridaceæ, Coniferae, and Gramineæ (types contained in text-book).

Drawing and description of plants and their classification.

Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flowers, germination, reproduction of flowering plants, pollination, fertilization, and the nature of fruits and seeds.

FORM II.

Reading.—The course in Form I. continued.

English Grammar and Rhetoric.—The course in Form I. continued, with the main facts in the development of the language.

English Composition.—The course in Form I. continued.

English Poetical Literature.—The course in Form I. continued, with the prescribed texts.

History.—Great Britain and Canada from 1763 to 1871, with the outlines of the preceding periods of British History. The Geography relating to the History prescribed.

Arithmetic and Mensuration.—Course in Arithmetic in Form I. reviewed and completed. Mensuration : right parallelopipeds, pyramids, and prisms ; the circle, sphere, cylinder, and cone.

Algebra.—The course in Form I. reviewed and completed, with simple equations of one, two, and three unknown quantities ; simple problems.

Geometry.—Euclid ; Book I. ; deductions.

Latin.—The course in Form I. continued, with the prescribed author.

Greek.—The Beginner's Greek Book, to p. 301 ; sight translation.

French.—The course in Form I. continued, with the Reader.

German.—The High School German Grammar ; grammar ; composition ; conversation ; dictation ; the Reader ; sight-reading.

Physics.—An experimental course defined as follows :

Metric system of weights and measures. Use of the balance. Phenomena of gravitation. Matter attracts matter. Laws of attraction. Cavendish experiment. Attraction independent of condition. Illustration of weight of gases, liquids and solids. Specific gravity.

Meaning of the term "a form of matter." All matter may be subject to transmutation ; "Chemistry ;" application of measurement by weight (mass) to such transmutation leads to the theory of elements. Matter indestructible.

Meaning of "Force." Various manifestations of force, with illustrations from the phenomena of electricity, magnetism and heat. Force measured in gravitation units ; consequent double meaning of the terms expressing units of weight as mass, and units of weight as force.

Meaning of "Work." Measurement of work in gravitation units. Meaning of "Energy."

Effects of force continuously applied to matter. Laws of matter in motion. Velocity. Acceleration. Statement of Newton's Laws of Motion. Definition of "Mass." Meaning, value, and application of "g." Mass a measure of matter.

Conservation of Energy. Energy, like matter, indestructible and transmutable.

Study of the states of matter. Properties and laws of gases, liquids and solids. Laws of diffusion.

Elementary laws of heat. Mechanical equivalent. Latent heat. Specific heat. Calorie.

Writing and Bookkeeping.—Writing ; bookkeeping by single and double entry ; business forms, usages, and correspondence.

Stenography.—Course in Form I. continued.

FORM III.

English Composition.—Essay-writing.

English Poetical Literature.—Course in Form II. continued, with the prescribed texts.

History.—Outlines of Roman History to the death of Augustus, and of Greek History to the battle of Chaeronea. The geography relating to the history prescribed.

Algebra.—Course in Form II. reviewed ; Square root ; Indices ; Surds ; quadratics of one and two unknown quantities.

Geometry.—Euclid : Books I., II., and III. Deductions.

Latin.—Course in Form II. continued ; with the prescribed texts.

Greek.— " " " " " "

French.— " " " " " "

German.— " " " " " "

Chemistry.—An experimental course defined as follows :

Properties of Hydrogen, Chlorine, Oxygen, Sulphur, Nitrogen, Carbon, and their more important compounds.

Nomenclature.—Laws of combination of the elements. The Atomic Theory and Molecular Theory.

Physics —ELECTRICITY.—Voltaic cells, common kinds ; chemical action in the cell ; magnetic effects of the current ; chemical effects of the current ; voltameter ; astatic and tangent galvanometers ; simple notions of potential ; Ohm's law, with units ; best arrangement of cells ; electric light, arc and incandescent ; magnetism ; inclination and declination of compass ; current induction ; induction coil ; dynamo and motor ; electric bell ; telegraph ; telephone ; electroplating.

SOUND.—Caused by vibrations ; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air ; propagated by waves ; its velocity ; determination of velocity, pitch ; standard forks, acoustical, $C = 512$, musical, $A = 870$; intervals ; harmonic scale ; diatonic scale ; equally tempered scale ; vibration of air in open and closed tubes, with wave-lengths ; resonators ; nodes and loops ; vibration of strings and wires ; reflection of sound ; manometric flames.

LIGHT.—Rectilinear propagation ; image through a pin-hole ; beam, pencil ; photometry ; shadow and grease-spot photometers ; reflection and scattering of light ; laws of reflexion ; images in plain mirrors ; multiple images in inclined mirrors ; concave and convex mirrors ; drawing images ; refraction ; laws and index of refraction ; total reflexion ; path through a prism ; lenses ; drawing image produced by a lens ; simple microscope ; dispersion and color ; spectrum ; recombination of white light.

Botany.—The practical study of representatives of the flowering plants of the locality and representatives of the chief subdivisions of cryptogams, such as a fern, a lycopod, a horsetail, a liverwort, a moss, a lichen, a mushroom and a chara.

The drawing and description of parts of plants and classification.

Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization, and the nature of fruit and seeds.

FORM IV.

English Composition.—Courses in Form III. continued.

English Poetical Literature.—Course in Form III. continued, with the prescribed texts.

History.—English History from the discovery of America to 1763. Ancient History : the course in Form III. reviewed. The Geography relating to the History prescribed.

Algebra.—Course in Form III. reviewed. Theory of Divisors ; Ratio, Proportion, and Variation ; Progressions ; Notation ; Permutations and Combinations ; Binomial Theorem ; Interest Forms ; Annuities.

Geometry.—Euclid : The course in Forms II. and III. reviewed ; Books, 4 and 6 ; Definitions of Book 5 ; Deductions.

Trigonometry.—Trigonometrical ratios, with their relations to each other ; Sines, etc., of the sum and difference of angles with deduced formulas ; Use of Logarithms ; Solution of Triangles ; Expressions for the area of triangles ; Radii of circumscribed, inscribed, and escribed circles.

Latin.—Course in Form III. continued, with the prescribed texts.

Greek.— “ “ “ “ “ “

French.— “ “ “ “ “ “

German.— “ “ “ “ “ “

Physics.—An experimental course defined as follows :

MECHANICS.—Uniformly accelerated rectilinear motion, particularly under gravity ; composition and resolution of forces ; triangle and parallelogram of forces ; friction ; polygon of forces ; with easy examples.

HYDROSTATICS.—Fluid pressure at a point ; pressure on a horizontal plane ; pressure on an inclined plane ; resultant vertical pressure, and resultant horizontal pressure, when fluid is under air pressure and when not ; transmission of pressure ; Bramah's press ; equilibrium of liquids of unequal density in a bent tube ; the barometer ; air-pump ; water-pump, common and force ; siphon.

ELECTRICITY.—Voltaic cells, common kinds ; chemical action in the cell ; magnetic effects of the current ; chemical effects of the current ; voltametre : astatic and tangent

galvanometers ; simple notions of potential ; Ohm's law, with units ; best arrangement of cells ; electric light, arc and incandescent ; magnetism ; inclination and declination of compass ; current induction ; induction coil ; dynamo and motor ; electric bell ; telegraph ; telephone ; electroplating.

SOUND.—Caused by vibrations ; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air ; propagated by waves ; its velocity ; determination of velocity ; pitch ; standard forks, acoustical, $C = 512$, musical $A = 870$; intervals ; harmonic scale ; diatonic scale ; equally tempered scale ; vibration of air in open and closed tubes, with wave-lengths, resonators ; nodes and loops ; vibration of strings and wires ; reflection of sound ; manometric flames.

LIGHT.—Rectilinear propagation ; image through a pin-hole ; beam, pencil ; photometry ; shadow and grease-spot photometers ; reflection and scattering of light ; laws of reflection ; images in plain mirrors ; multiple images in inclined mirrors ; concave and convex mirrors ; drawing images ; refraction ; laws and index of refraction ; total reflection ; path through a prism ; lenses ; drawing image produced by a lens ; simple microscope ; dispersion and color ; spectrum ; recomposition of white light.

Chemistry.—Chemical theory.

The practical study of the following elements, with their most characteristic compounds, in illustration of Mendelejeff's classification of the Elements :

Hydrogen ; Sodium ; Potassium ; Magnesium, Zinc ; Calcium, Strontium, Barium ; Boron, Aluminium ; Carbon, Silicon, Tin, lead, Nitrogen, Phosphorus, Arsenic, Antimony, Bismuth ; Oxygen ; Sulphur, Fluorine, Chlorine, Bromine, Iodine ; Manganese, Iron.

Elementary Qualitative Analysis.

Biology.—**ELEMENTS OF ZOOLOGY.**—Thorough examination of the external form, the gills, and the viscera of some common fish. Study of the prepared skeleton of the same. Demonstration of the arrangement of the muscular and nervous systems and the sense organs, as far as these can be studied without the aid of the microscope.

Comparison of the structure of the frog with that of the fish. The skeleton of the pectoral and pelvic girdles, and of the appendages of the frog, and the observation of the chief facts in the development of its spawn, till the adult form is attained.

Examination of the external form of a turtle and a snake.

Examination of the structure of a pigeon or a fowl.

Study of the skeleton, and also of the teeth and viscera of a cat or dog.

Study of a crayfish as a type of the Arthropods.

Comparison of the crayfish with an insect (grasshopper, cricket or cockroach) ; also with a millipede and a spider.

Examination of an earthworm and a leech.

Study of a fresh-water mussel and a pond snail.

The principles of zoological nomenclature as illustrated by some of the common fresh-water fish, such as the sucker and herring, bass and perch.

Study of an amoeba or paramoecium as a type of unicellular animal.

The modifications of the form of the body in vertebrates in connection with different methods of locomotion.

ELEMENTS OF BOTANY.—The practical study of representatives of the flowering plants of the locality in which the preparatory school is situated, and the representatives of the chief subdivisions of cryptogams, such as a fern, a lycopod, a horsetail, a liverwort, a moss, a lichen, a mushroom and a chara.

An elementary knowledge of the microscopic structure of the Bean and the Maize.

The drawing and description of parts of plants and classification.

Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilization, and the nature of fruit and seeds.

NOTE.—The Roman method of pronouncing Latin is recommended:—*ā* as in *far*, *ǣ* the same sound but shorter; *ē* like *a* in *fate*, *ĕ* as in *set*; *ī* as in *machine*, *ĭ* as in *fit*; *ō* as in *note*, *ŏ* as in *obey*; *ū* as in *rude*, *ŭ* as in *full*; *j* (*i.e.*, *i* consonant) like *y* in *year*; *c* and *g* always hard as in *can*, *go*; *t* always as *t*, never as *sh*; *v*=*w*, *s*=*s* in *this*, never *z* as in *his*; *ai*=*ai* as in *aisle*; *ae* as *ai* in *aisle*, or *ay* as in *bay*; *au* as *ou* in *our*; *ei* as in *feint*; *eu*=*ĕh*—*oo*; *oe* as *oi* *oil*; *ui* almost as *we*.

FORM EXAMINATIONS.

Subjects.

6. Examinations will be held annually by the Education Department on the subjects of the High School courses of study, in accordance with the following scheme:

FIRST FORM Examination—*Subjects*: Drawing, Writing, Bookkeeping and Commercial Transactions, Geography, Botany, Reading.

SECOND FORM Examinations—(1) *Subjects*: Part I.—English Grammar and Rhetoric; Arithmetic and Mensuration, the History of Great Britain and Canada, Physics; Part II.—English Composition, English Literature, Algebra, Geometry. (2) *Optional Subjects*: Latin, Greek, French, German.

THIRD FORM Examinations.—*Subjects*: English Composition, English Poetical Literature, Ancient History, Algebra, Geometry, Latin, French or German, with (a) Greek, or (b) the second Modern Language and Chemistry, or (c) Physics, Botany and Chemistry.

FOURTH FORM EXAMINATIONS.—*Subjects*: Part I.—English Composition, English Poetical Literature, English and Ancient History, Algebra, Geometry, Trigonometry; Part II.—Latin, French or German, Physics, with (a) Greek, or (b) the Second Modern Language, or (c) Chemistry and Biology.

COMMERCIAL EXAMINATION. — *Subjects*: Those prescribed for Parts I. and II. of the Second Form Examinations (number of papers and values being the same), with, in addition, Writing, Book-keeping and Commercial Transactions, and Stenography of Form II.

Number and Values of Papers.

7. The number and the values of the papers in each subject shall be as follows:

FIRST FORM EXAMINATION.

SUBJECTS.	NO. OF PAPERS.	VALUES.
Drawing.....	One.....	100
Writing, Bookkeeping, and Commercial Transactions }	..... “ .....	100
Geography.....	..... “ .....	100
Botany.....	..... “ .....	100
Reading.....	No paper; oral examination.....	50

SECOND FORM EXAMINATIONS.

Part I.

English Grammar and Rhetoric.....	One.....	200
Arithmetic and Mensuration.....	“	200
History of Great Britain and Canada.....	“	150
Physics.....	“	100

Part II.

English Composition.....	One.....	100
English Literature.....	".....	150
Algebra.....	".....	150
Geometry.....	".....	100

Optional

Latin.....	One.....	150
Greek.....	".....	150
French.....	".....	150
German.....	".....	150

THIRD FORM EXAMINATIONS.

SUBJECT.	NO. OF PAPERS.	VALUES.
English Composition.....	One.....	100
English Literature.....	".....	150
Algebra.....	".....	150
Geometry.....	".....	125
Ancient History.....	".....	75
Physics.....	".....	75
Botany.....	".....	75
Chemistry.....	".....	75
*Latin.....	Two.....	150
*Greek.....	".....	150
*French.....	".....	150
*German.....	".....	150

FOURTH FORM EXAMINATIONS.

Part I.

English Composition.....	One.....	100
English Literature.....	".....	150
Algebra.....	".....	150
Geometry.....	".....	125
Trigonometry.....	".....	125
English and Ancient History.....	".....	100

Part II.

Physics.....	One.....	100
Chemistry.....	".....	75
Biology.....	".....	75
*Latin.....	Two.....	150
*Greek.....	".....	150
*French.....	".....	150
*German.....	".....	150

ADDITIONAL PAPERS FOR COMMERCIAL DIPLOMA.

Writing and Bookkeeping.....	One.....	200
Commercial Transactions.....	".....	200
Stenography.....	".....	100
" Dictation.....	".....	100

One paper in Authors and Grammar, and one in Composition.

Special Requirements.

8.—(1) At all the examinations, one mark shall be deducted for each mis-spelt word or for each instance of bad English, once in the case of each error.

ARITHMETIC.

(2) At the examination in Arithmetic, either Arithmetical or Algebraic solutions shall be accepted.

SCIENCE.

(3)—(a) At the First and Third Form examinations in Botany, and the Fourth Form examination in Botany and Zoology, specimens for description and identification shall be submitted to the candidates.

(b) At the Fourth Form examination in Chemistry, a practical examination shall be held in elementary Qualitative Analysis.

ENGLISH COMPOSITION.

(4)—(a) At the examination in English Composition of the Second and Third Forms an essay shall be required, to which special importance shall be attached, on one of several themes set by the examiners. In order to pass in this subject, legible writing, correct spelling and punctuation, and proper construction of sentences are indispensable. The candidate should also give attention to the structure of the whole essay, the effective ordering of the thought, and the accurate employment of a good English vocabulary. About three pages of foolscap is suggested as the proper length for the essay; but quality, not quantity, shall be mainly regarded.

(b) In the case of the Fourth Form examination in English Composition, no limit of length is set, but special importance shall be attached to this part of the examination.

ENGLISH LITERATURE.

(5)—(a) At the examination in English Literature in the Second and Third Forms, such questions only shall be set as may serve to test the candidate's familiarity with, and intelligent and appreciative comprehension of the prescribed texts. The candidate shall be expected to have memorized some of the finest passages, and to have read carefully both prose and poetry outside of the specified work. In addition to questions on the prescribed selections, others shall be set on a "sight passage" to test the candidate's ability to interpret literature for himself.

(b) At the Fourth Form examination in English Literature, questions may also be set to determine within reasonable limits the candidate's power of appreciating literary art.

CLASSICS.

(6)—(a) At the Optional Second Form Examination in Latin or Greek, the questions in Grammar shall be mainly based on prose passages; the sentences for translation into Latin or Greek shall be the same in idiom and vocabulary as those in the books prescribed for Forms I. and II.; and the sentences for translation into English shall consist of "sight work," also of the same character as the sentences in the books prescribed.

(b) The examination in Latin and Greek in Form III. shall consist of—

Translation into English of passages from prescribed texts.

Translation at sight (with the aid of vocabularies) of easy Attic prose and of passages from some easy Latin prose author, to which special importance shall be attached. Candidates shall be expected to have supplemented the reading of the prescribed texts by additional practice in the translation of Greek and Latin.

Grammatical questions on the passages from prescribed texts shall be set, and such other questions as arise naturally from the context.

Translation from English into Greek and Latin of sentences, and of easy narrative passages based upon the prescribed prose texts.

(c) The examination in Latin and Greek in Form IV. shall be of a more advanced character, including the translation into Latin and Greek of ordinary narrative passages of English.

FRENCH AND GERMAN.

(7)—(a) At the Optional Second Form Examination in French or German, the questions in Grammar shall be mainly based on prose passages; the sentences for translation into French or German shall be the same in idiom and vocabulary as those in the books prescribed for Forms I. and II.; and the sentences for translation into English shall consist of "sight work," also of the same character as the sentences in the books prescribed.

(b) At the examination in French and German in Form III.—

The candidate's knowledge of Grammar shall be tested mainly by questions based upon prose extracts.

The paper in Composition shall consist of translation into French or German of short English sentences as a test of the candidate's knowledge of grammatical forms and structure, the formation in French or German of sentences of similar character, and translation of passages from English into French or German.

Translation at sight is prescribed, to which special importance shall be attached; Candidates shall be expected to have supplemented the reading of the prescribed texts by additional practice in the translation of French and German.

(c) The prescription of work in Grammar, Composition, and Sight Translation in French and German shall be the same for Form IV. as for Form III., but the examination shall be of a more advanced character.

DRAWING AND BOOKKEEPING.

(8)—(a) The paper in Drawing for the First Form shall test the candidate's knowledge of the principles of Model and Object Drawing as contained in the authorized Drawing Books, and his skill in drawing from memory and observation any common object or group of objects. Model and Object Drawing include the type solids, their parts and their application in the drawing of objects, shading and grouping.

(b) The paper in Bookkeeping for the First Form shall consist of a set of business transactions involving the use of commercial paper, such as drafts, notes, cheques, etc. The candidate shall make a proper record of these transactions by either Single or Double Entry, and close the set of books. He shall also write out any of the commercial forms in full showing the endorsements.

STENOGRAPHY AND BOOKKEEPING FOR THE COMMERCIAL DIPLOMA.

(9)—(a) For a Commercial Diploma, the candidate shall have completed the following school work in Bookkeeping:—

Six sets, each from twenty to twenty-five foolscap pages in length, or the equivalent thereof:

Set I. shall show transactions extending over a period of two months; the transactions of the first month being done by Single Entry, and of the second by Double Entry, and showing the change from Single to Double Entry. Books to be used: Day Book (1st month), Journal Day Book (2nd month), Cash Book, Bill Book, and Ledger.

Set II. The transactions shall be the same as for Set I.; those of the first month being done by Double Entry, and of the second month by Single Entry, and showing the change from Double Entry to Single Entry. Books to be used: Four Column Journal with special columns for Mdse. Purchases and Sales (1st month), Day Book (2nd month), Cash Book, Bill Book, and Ledger.

Set III. A Double Entry set with two partners. Books to be used: Journal, Day Book with a special column for Mdse. Sales, Cash Book, Invoice Book, Bill Book, and Ledger, the first three as books of original entry.

Set IV. A Double Entry set; a continuation of Set III., the posting being done in the same Ledger. A third partner shall be admitted, and the transactions shall include shipments and consignments. Books to be used: Journal, Day Book, Cash Book, Invoice Book, Sales Book, Bill Book, and Ledger, the first four as books of original entry.

Set V. A Double Entry set ; a continuation of Set IV., the posting being done in a new Ledger. A fourth partner shall be admitted, and the transactions shall include wholesale merchandising, shipment companies, and merchandise companies. Books to be used : The same as for set IV.

Set VI. A set in manufacturing. Books to be used : Journal, Day Book, with a special column for Mdse. Sales, Cash Book, Bill Book, Time Book, and Ledger.

The Cash Book shall be a book of original entry in all of the Double Entry sets, various special columns being used in the different sets. A monthly Trial Balance shall be made in connection with Sets III., IV., and V., and Statements of Resources and Liabilities, and of Losses and Gains for all of the sets.

The transactions in the different sets shall be different or the prices shall be changed from year to year.

(b) Business forms, usages, and correspondence for the Commercial Diploma shall include the following :

Negotiable paper ; promissory notes ; special notes ; bills of exchange ; acceptance ; negotiation of bills, notes, etc. ; cheques ; collection of accounts, etc. ; discharge and dishonor ; special forms of due bills, etc. ; accounts, invoices, etc. ; interest ; partnerships ; receipts and releases ; banking and commercial correspondence.

(c) The bookkeeping sets of pupils who write at the examinations for a Commercial Diploma shall be sent, prepaid, to the Education Department, with the examination papers.

(d) At the examination in dictation in stenography, the candidate shall be required to have attained the rate of fifty words per minute. He shall also be required to transcribe his work into longhand at the rate of fifteen words per minute. The dictated matter shall consist of business letters and legal documents.

Examination Requirements.

9.—(1) Candidates for Junior Matriculation shall take Part I. of the Second Form examinations (omitting Physics in the case of those who take the Greek option), and one of the Third Form examinations containing three languages.

(2) The Junior Matriculation examination may be taken at once or it may be divided into two parts, of which Part I. (the examination in Second Form subjects) shall be taken before Part II. (the Third Form examination) and in a different year.

(3) Candidates who have already passed the Matriculation examination, shall, if they again present themselves for examination at Matriculation, be subject to the same regulations as candidates who have passed Part I. only.

(4) Junior Leaving certificates will be accepted *pro tanto* at both Part I. and Part II. of the Junior Matriculation examination ; but candidates who desire to compete for scholarships or relative standing will not be granted this exemption in the case of Part II. Candidates presenting *pro tanto* certificates must complete the examination at one time.

(5) Candidates for Honors and Scholarships will be examined only on the papers of the Fourth Form examinations, provided always that such candidates may receive pass standing on these papers.

10.—(1) Candidates for a Primary certificate shall take the First and Second Form examinations.

(2) Candidates for a Junior or Senior Leaving certificate shall take the First Form examination and Part I. of the Second Form examination, with the following in addition :

(a) For a Junior Leaving certificate, one of the Third Form examinations.

(b) For a Senior Leaving certificate, both parts of one of the Fourth Form examinations.

(3) A candidate for a Junior or a Senior Leaving certificate who has passed the First Form examination and Part I. of the Second Form examination, but who fails at the Third or the Fourth Form examinations, shall be awarded a Primary Certificate if he has passed at the Third or the Fourth Form examinations in the subjects of Part II. of the Second Form examination.

(4) Candidates for a Commercial Diploma shall take the First Form and the Commercial Examination.

(5) Candidates for a Primary Certificate at the Second Form examinations, and candidates for a Commercial Diploma, shall write on Parts I. and II. of the Second Form examinations in the same year; but the other examinations or parts of examinations, required for any grade of certificate, may be taken in the same year or in different years.

(6) Candidates for a Primary Certificate at the Second Form Examinations, may take one or more of the optional papers in Latin, Greek, French, and German; and the marks so obtained shall be added as a bonus to the aggregate of their marks for Parts I. and II., provided always such candidates have obtained at least one-third of the marks for the paper, or for each paper, taken in Latin, Greek, French, and German.

Examination Standards.

11.—(1) The standard for pass at all the examinations shall be one-third of the marks assigned to each paper; but one-half of the aggregate of marks shall be required in addition, in the case of (a) the First Form examination and (b) the Second Form examination when Parts I. and II. are taken at once.

(2) The standard for honors in a department at Matriculation shall be, for second class, 50 per cent.; and, for first class, 67 per cent. of the aggregate of marks assigned to the papers in a department.

(3) The standard for honors at each of the other examinations shall be 67 per cent. of the aggregate of marks at the examination.

Provision for Candidates under former Regulations.

12.—(1) Candidates who, in 1895, hold a certificate obtained under former Regulations, or are entitled to write, for a Junior or a Senior Leaving Certificate, may, at the examinations of 1896 or 1897, write for certificates in the subjects as prescribed therefor under the regulations of 1893 and as defined in the Regulations of 1895. For candidates for a Junior Leaving Certificate under this Regulation, the Science Option shall be the Physics and Botany prescribed for Form III. under the Regulations of 1895.

(2) Candidates who have failed at the Junior Leaving Examination of 1895, or a preceding year, but have passed in English Grammar and Rhetoric, Arithmetic and Mensuration, History and Physics, shall, on application to the Education Department, be entitled to a certificate of having passed Part I. of the Second Form Examinations, and may write for a Junior or a Senior Leaving Certificate under the Regulations of 1895.

(3) Candidates who hold Commercial Certificates obtained under the Regulations of 1893 and who present themselves at the examinations of 1896 or 1897, shall be exempt from the First Form Examination.

Notice by Candidates and Examination Fees.

13.—(1) Every person who purposes to present himself at one or more of the Form examinations, shall send to the Inspector within whose inspectoral division he intends to write, not later than the 24th of May preceding, a notice stating the class of certificate for which he is a candidate, and what optional subject or subjects he may have selected.

(2) The notice required under (1) above shall be accompanied by a fee, in accordance with following schedule:—

First Form examination, \$2 Second Form examination, Part I. and II., \$5. Third Form examination, \$5. Fourth Form examination, Parts I. and II., each \$3 ; taken together, \$5. Second Form Commercial examination, \$5, when taken at one examination ; Parts I. and II. of Second Form examination, \$5 ; the Additional Subjects (taken at a separate examination) \$2. For candidates for examination in one or two subjects only, for the purpose of completing a course for pass Matriculation into any University or Learned Profession, the fee shall be \$2.

(3) Where a High School is situated in a city or town constituting a separate inspectoral division, the Inspector of such city or town shall receive applications from intending candidates, and report to the Department ; but in all other cases the County Inspector shall receive the necessary applications.

Appeals.

14.—Candidates may claim to have their papers re-read upon the following conditions :—

(1) The appeal or claim must be in the hands of the Minister of Education on or before the 15th day of September ; and the ground of the appeal must be specifically stated. No appeal shall subsequently be entertained on any ground whatever.

(2) A deposit of two dollars must be made with the Department, which deposit will be returned to the candidate if his appeal or claim is sustained.

NOTE.—*The numbers of the regulations in this circular apply to this circular only. When incorporated with the other regulations, those herein contained will be numbered therewith.*

LITERATURE SELECTIONS.

Forms I. and II.

English Literature.—The following selections from the High School Reader :—

1896. III, the Trial Scene in the " Merchant of Venice ;" VII, To Lucasta, On Going to the Wars ; XVIII, Rule, Britannia ; XXVIII, the Cotter's Saturday Night ; XXIX, The Land o' the Leal ; XXXV, The Isles of Greece ; XXXVI, Go, where Glory Waits thee ; XXXVII, Dear Harp of My Country ; XXXVIII, Come, ye Disconsolate ; XL, The Glove and the Lions ; XLVI, The Bridge of Sighs ; LI, Horatius ; LIV, My Kate ; LV, A Dead Rose ; LVI, To the Evening Wind ; LXII, The Cane-Bottomed Chair ; LXVII, The Hanging of the Crane ; LXXIII, Ode to the North-East Wind ; LXXVI, Barbara Frietchie ; LXXIX, the Lord of Burleigh ; LXXX, Break, Break, Break ; LXXXI, " The Revenge ;" CI, The Forsaken Garden ; CV, The Return of the Swallows ; CVI, Dawn Angels ; CVII, Le Roi est Mort ; CVIII, To Winter.

1897. III, The Trial Scene in the " Merchant of Venice ;" V, To Daffodils ; IX, On the Morning of Christ's Nativity ; XVIII, Rule, Britannia ; XX, The Bard ; XXXI, To a Highland Girl ; XXXII, France, an Ode ; XXXIII, Complaint and Reproof ; XXXV, The Isles of Greece ; XL, The Glove and the Lions ; XLI, The Cloud, XLII, On First Looking into Chapman's Homer ; XLIII, On the Grasshopper and the Cricket ; XLIX, Indian Summer ; L, To Helen ; LII, The Raven ; LIV, My Kate ; LV, A Dead Rose ; LVIII, Each and All ; LX, The Diver ; LXII, The Cane-Bottomed Chair ; LXVII, The Hanging of the Crane ; LXIX, As Ships Becalmed at Eve ; CV, The Return of the Swallows ; CVI, Dawn Angels ; CVII, Le Roi est Mort ; CVIII, To Winter.

1898. III, The Trial Scene in the " Merchant of Venice ;" V, To Daffodils ; XX, The Bard ; XXIX, The Land o' the Leal ; XXXI, To a Highland Girl ; XXXIV, The Well of St. Keyne ; XXXVI, Go where Glory Waits Thee ; XXXVII, Dear Harp of My Country ; XXXVIII, Come, ye Disconsolate ; XLI, The Cloud ; XLII, On first Looking

into Chapman's Homer ; XLVIII, On the Grasshopper and the Cricket ; XLVI, The Bridge of Sighs ; XLVII, A Parental Ode to My Son ; XLIX, Indian Summer ; L, To Helen ; LI, Horatius ; LVIII, Each and All ; LX, The Diver ; LXVII, The Hanging of the Crane ; LXXIX, The Lord of Burleigh ; LXXX, Break, Break, Break ; LXXXI, The "Revenge;" LXXXIX, The Old Cradle ; XC, Rugby Chapel.

Form II, 1896, 1897 and 1898.

Latin.—CAESAR, *Bellum Britannicum* ; Book IV., chap. 20 to end ; Book V., to end of chap. 23.

French.—The High School French Reader.

German.—The High School German Reader.

Form III.

English Literature.—1896. COLERIDGE :—The Ancient Mariner.

LONGFELLOW :—Evangeline, A Gleam of Sunshine, The Day is Done, The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Ladder of St. Augustine, A Psalm of Life, The Builders, The Warden of the Cinque Ports.

The following selections from Palgrave's Golden Treasury :—

WORDSWORTH :—The Education of Nature, A Lesson, To the Skylark, To the Daisy, and the following Sonnets : To a Distant Friend, "O Friend ! I know not which way I must look," "Milton ! Thou should'st be living at this hour," To Sleep, Within King's College Chapel.

CAMPBELL :—"Ye Mariners of England," Battle of the Baltic, Hohenlinden, The River of Life.

COLERIDGE :—Youth and Age.

1897.—GOLDSMITH :—The Traveller, The Deserted Village.

BYRON :—Fourth Canto of Childe Harold.

The following selections from Palgrave's Golden Treasury :—

WORDSWORTH :—"She was a Phantom of Delight," The Green Linnet, To the Cuckoo, and the following Sonnets : England and Switzerland, Upon Westminster Bridge, The Inner Vision.

KEATS :—Ode to Autumn, Ode to a Nightingale, and the following Sonnets : On Chapman's Homer, The Terror of Death, The Human Seasons.

SHELLEY :—Ozymandias, To a Skylark, The Recollection.

SCOTT.—The Outlaw, Jock o' Hazeldean, the Rover, Rosabelle.

1898.—TENNYSON :—Morte D'Arthur, Elaine, Recollections of the Arabian Nights, To Virgil, Early Spring, Ulysses, "You Ask Me Why," "Of Old Sat Freedom," "Love Thou Thy Land," Freedom, Enone, The Lotos Eaters, Crossing the Bar, Lady of Shalott, St. Agnes Eves, Sir Galahad, the six interlude songs in the Princess, and "Tears, Idle Tears."

The following selections from Palgrave's Golden Treasury :—

GRAY.—Ode on Vicissitude, Ode on the Spring, Elegy written in a Country Churchyard, Ode on Eton College.

COWPER :—Sonnet to Mary Unwin, To the Same, The Castaway, the Poplar Field, The Shrubby.

Latin. —1896. VIRGIL, *Æneid* III, and CÆSAR, *Bellum Gallicum*, V, VI.

—1897. VIRGIL, *Æneid* III, and CÆSAR, *Bellum Gallicum*, II, III, IV.

—1898. VIRGIL, *Æneid* I and CÆSAR, *Bellum Gallicum*, II, III, IV.

- Greek.* —1896. { Selections from XENOPHON, Anabasis, I, in White's Beginner's Greek Book (pp 304-428) with the exercises thereon.
HOMER, Iliad I.
1897. { Selections from XENOPHON, Anabasis, I, in White's Beginner's Greek Book (pp. 304-428) with the exercises thereon.
HOMER, Iliad I.
1898. { Selections from XENOPHON, Anabasis I, in White's Beginner's Greek Book (pp. 304-428) with the exercises thereon.
HOMER, Iliad I.
- French.*—1896. { ENAULT, Le Chien du Capitaine.
1898. { FEUILLET, La Fée.
1897. { DE MAISTRE, voyage autour de ma chambre.
LABICHE, La Grammaire.
- German*—1896. { HAUFF, das Kalte Herz ; Kalif Storch.
1898. {
1897. LEANDER, Träumereien. Selected by Van Daell.

Form IV.

English Literature.—1896.—COLERIDGE :—The Ancient Mariner.

LONGFELLOW :—Evangeline, A Gleam of Sunshine, The Day is Done, The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Ladder of St. Augustine, A Psalm of Life, The Builders, The Warden of the Cinque Ports.

MILTON :—Paradise Lost, Book I.

SHAKESPEARE :—The Merchant of Venice, Richard II.

The following selections from Palgrave's Golden Treasury :—

WORDSWORTH :—The Education of Nature, A Lesson, To the Skylark, To the Daisy, and the following Sonnets : To a Distant Friend, "O Friend ! I know not which way I must look," "Milton ! Thou shouldst be living at this hour," To Sleep, Within King's College Chapel.

CAMPBELL :—"Ye Mariners of England," Battle of the Baltic, Hohenlinden, The River of Life.

COLERIDGE.—Youth and age.

1897.—GOLDSMITH :—The Traveller, The Deserted Village.

BYRON :—Fourth Canto of Childe Harold.

MILTON :—Comus.

SHAKESPEARE :—Macbeth, As You Like It.

The following selections from Palgrave's Golden Treasury :—

WORDSWORTH :—"She was a Phantom of Delight," The Green Linnet, To the Cuckoo, and the following Sonnets : England and Switzerland, Upon Westminster Bridge, The Inner Vision.

KEATS :—Ode to Autumn, Ode to a Nightingale, and the following Sonnets : On Chapman's Homer, The Terror of Death, The Human Seasons.

SHELLEY :—Ozymandias, To a Skylark, The Recollection.

SCOTT :—The Outlaw, Jock o' Hazeldean, the Rover, Rosabelle.

1898.—TENNYSON :—Morte D'Arthur, Elaine, Recollections of the Arabian Nights, To Virgil, Early Spring, Ulysses, "You Ask Me Why," "Of Old Sat Freedom," "Love Thou Thy Land," Freedom, Oenone, The Lotus Eaters, Crossing the Bar, Lady of Shalott, St. Agnes Eve, Sir Galahad, the six interlude songs in the Princess, and "Tears, Idle Tears."

MILTON :—L'Allegro, Il Penseroso, Lycidas, On the Morning of Christ's Nativity.

SHAKESPEARE :—Julius Cæsar, The Tempest.

The following selections from Palgrave's Golden Treasury :—

GRAY :—Ode on Vicissitude, Ode on the Spring, Elegy written in a Country Church-yard, Ode on Eton College.

COWPER :—Sonnet to Mary Unwin, To the Same, the Castaway, The Poplar Field, The Shrubby.

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|----------------|-------|---|--|---|
| <i>Latin.</i> | 1896. | { | CÆSAR, Bellum Gallicum, V, VI. | |
| | | { | VIRGIL, Æneid III. | |
| | | { | HORACE, Odes III, IV. | |
| | | { | LIVY XXII. | |
| | 1897. | { | CÆSAR, Bellum Gallicum, II, III, IV. | |
| | | { | VIRGIL, Æneid III. | |
| | | { | HORACE, Odes I, II. | |
| | | { | LIVY XXII. | |
| | 1898. | { | CÆSAR, Bellum Gallicum, II, III, IV. | |
| | | { | VIRGIL, Æneid I. | |
| | | { | HORACE, Odes I, II. | |
| | | { | CICERO, In Catilinam I, II, III, IV, and Pro Archia. | |
| <i>Greek.</i> | 1896. | { | XENOPHON, Anabasis I, Chs. I-VIII. | |
| | | { | HOMER, Iliad I. | |
| | | { | Odyssey XI. | |
| | | { | PLATO, Laches and Euthyphro. | |
| | 1897. | { | XENOPHON, Anabasis, I, Chs. I-VIII. | |
| | | { | HOMER, Iliad I. | |
| | | { | Odyssey XI. | |
| | | { | DEMOSTHENES, Pro Phormione, | } Paley and Sandy's Private Ora-
tions, Part II. |
| | | { | Contra Cononem, | |
| | 1898. | { | XENOPHON, Anabasis I, Chs. I-VIII. | |
| | | { | HOMER, Iliad VI. | |
| | | { | Odyssey XIII. | |
| | | { | DEMOSTHENES, Pro Phormione, | } Paley and Sandy's Private Orations,
Part II. |
| | | { | Contra Cononem, | |
| <i>French.</i> | 1896. | { | ENAUULT, La Chien du Capitaine. | |
| | | { | FEUILLET, La Fée. | |
| | 1898. | { | Le Roman d'un jeune Homme pauvre. | |
| | | { | LABICHE, Voyage de M. Perrichon. | |
| | 1897. | { | DE MAISTRE, Voyage autour de ma chambre. | |
| | | { | LABICHE, La Grammaire. | |
| | | { | ERCKMANN-CHATRIAN, Madame Thérèse. | |
| | | { | LABICHE, La Poudre aux Yeux. | |
| <i>German.</i> | 1896. | { | HAUFF, das Kalte Herz ; Kalif Storch. | |
| | | { | EICHENDORFF, Aus dem Leben eines Taugenichts. | |
| | 1898. | { | WILHELM, Einer muss heiraten. | |
| | | { | BENEDIX, Eigensinn. | |
| | 1897. | { | LEANDER, Träumerein. Selected by Van Daell. | |
| | | { | FREYTAG, die Journalisten. | |
| | | { | GERSTACKER, Germelshausen. | |

SPECIALISTS CERTIFICATES.

NON-PROFESSIONAL QUALIFICATIONS.

1.—(1) The non-professional qualification for a Specialist Certificate in the departments of English and History, Moderns and History, Classics, Mathematics, and Science, shall be (a) an honor degree obtained in the courses specified under the foregoing titles in the calendars of the Universities of Ontario, as accepted by the Education Department; or (b), in the case of a graduate who has not graduated in one of the above courses, a certificate from the Registrar of the University that he has passed the examinations which are prescribed for each year of the honor course selected, and which he has not already passed during his undergraduate course.

(2) The qualifications for a Commercial Specialist shall be (a) a High School Assistant's Certificate; (b) Art School Certificates in Primary and Advanced Geometry and Perspective; and in Model, Memory and Blackboard Drawing; (c) a certificate of having passed an examination held by the Education Department in the following course,* the standard set at this examination being one-third of the marks for each paper, and two-thirds of the aggregate of marks:

Book-keeping and Penmanship.—Single and double entry book-keeping; wholesale and retail merchandising, commission business, manufacturing; warehousing, steamboating, exchange, joint stock companies, municipalities, societies and public institutions; statements and balance sheets, partnership adjustments, liquidation and administration of estates, auditing, filing papers, the use of special columns and the various other expedients in book-keeping to save time and labor and secure accuracy of work.

Theory and practice of penmanship, Spencerian and vertical; ledger headings; marking and engrossing.

Commercial Arithmetic.—Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, application of logarithms, stocks and investments, partnership settlements, partial payments, equation of payments, and exchange.

Banking, Business Forms and Laws of Business.—Money and its substitutes; exchange; incorporation and organization of banks; business of banks, their relation to each other and to the business community; the clearing house system; legal requirements as to capital, shares, reserves, dividends, note issue; insolvency and consequent liability.

Invoices, accounts, statements, due bills, orders, receipts, warehouse receipts, deposit receipts, deposit slips, bank pass books, promissory notes, bills of exchange, bank drafts, cheques, bonds, debentures, coupons, instalment scrips, stock certificates, stock transfers, proxies, letters of credit, affidavits, balance sheets, pay sheets, time sheets, and special forms of general book-keeping books to suit special cases.

Contracts; statute of limitations; negotiable paper and endorsements; sales of personal property; accounts, invoices, statements, etc.; chattel mortgages; real estate and mortgages; interest; agency; partnership; corporations; guarantee and suretyship; receipts and releases; insurance; master and servant; landlord and tenant; bailment; shipping and transportation; host and guest; telegraphs; auctions; patents; copyrights; trade marks and industrial designs; affidavits and declarations; subjects and aliens; wills, and joint stock companies.

* Books of reference recommended by the examiners:

The Canadian Accountant. By Beatty and Johnson.

Expert Book-keeping. By C. A. Fleming, Owen Sound.

The Theory of Finance. By Geo. King. C. & E. Layton, Farringdon St., London, E.C.

Money and the Mechanism of Exchange. By W. S. Jevons. The Humboldt Publishing Co., New

York.

Banking Act of 1890. The Carswell Co., Adelaide St., Toronto, Ont.

The Laws of Business. By C. A. Fleming.

Expert Book-keeping. By C. A. Fleming.

Complete Phonographic Instructor. By Sir I. Pitman.

Stenography.—The principles of Stenography ; writing from dictation at a speed of sixty words per minute, and accurate transcription into longhand at a speed of fifteen words per minute ; the dictated matter to comprise business correspondence, legal documents, etc.

Candidates are advised to read some shorthand periodicals to acquire a good style and familiarity with standard outlines.

(3) Every person desiring to present himself at the examination for a Commercial Specialist Certificate shall notify the Education Department on or before the 24th of May in each year, such notice to be accompanied by a fee of \$5 and a statement as to the centre at which the candidate intends to present himself for the examination prescribed in (2) (c) above.

ADDITIONAL PROVISION FOR 1896 AND 1897.

2.—(1) No Specialist Certificate shall be issued after 1897 except under the regulations above prescribed.

(2) For 1896 and 1897 the non-professional qualification for a Specialist Certificate shall be (a) a Senior Leaving Certificate, and (b) a certificate from the University Registrar of having passed in one of the following departments in accordance with the curriculum of Toronto University :—

English and History.—The honor English and History of the third and fourth year of the course prescribed for specialists in Moderns and History, and the pass courses in English and History of the four years of the same course.

Mathematics.—The pass and honor courses in Mathematics and Physics of the first and second years.

Classics.—The pass and honor courses in Classics of the first and second years.

French and German.—The pass courses in French and German of the four years with the honor examination in conversation of the third year.

Science.—Either the honor course in Natural Science of the first and second years, or the honor course in Chemistry and Mineralogy of the first and second years with the Biology of the first and second years of the Natural Science course.

(3) The standard for a Specialist Certificate under this Regulation shall be one third of the marks obtainable in each paper, and sixty-seven per cent. of the total of the marks obtainable in the papers on the prescribed subjects.

3.—(1) The examination for non-professional Specialist Certificates prescribed in Reg. 2 above and for the Senior Leaving Certificate may be taken in any order the candidate selects, but the Specialist Certificate shall not be granted until the examination prescribed for the Senior Leaving Certificate has been passed.

(2) The subjects prescribed for Specialist Certificates in Reg. 2 above shall be taken at one or two examinations.

4.—(1) Every person desiring to present himself at the examination for a Specialist Certificate prescribed in Reg. 2 above shall notify the Education Department on or before the 1st of April in each year ; such notice to be accompanied by a fee of \$5, with a statement of the department in which he proposes to offer himself for examination.

(2) Candidates for such Specialist Certificates will be examined in May of each year at the University of Toronto.

UNIVERSITY REQUIREMENTS.

5. The examination of any University in the Province of Ontario will be accepted by the Education Department for the Specialists' Certificates provided for in Reg. 2 above, on the following conditions :

(1) Candidates shall take the regular University examinations ; no special or supplemental examinations will be accepted.

(2) The candidate shall submit to the Education Department, with his application, a copy of the time-table of each examination, and of the examination papers on which he wrote, both being certified by the Registrar of the University; a confidential statement from the Registrar of the University, of the marks obtained by the candidate on each paper, and of such other marks as may have been awarded him at each oral or practical examination.

(3) Should the standard set by the University be higher or lower than the Departmental standard, the Education Department shall value the papers as it may consider necessary.

6. The standing of the Second, Third and Fourth years in Arts, after a regular course in any chartered University in the British Dominions, will be accepted by the Education Department in lieu of the Primary, Junior Leaving, and Senior Leaving Examinations respectively.

Notice to Candidates.

(1) All candidates who have failed, and candidates who have taken part of the prescribed examination, may obtain their marks on application to the Education Department.

(2) Candidates should apply to the Registrar of the University whose examinations they propose to take, for its curriculum and examination papers, and for all information connected therewith. The curriculum shows in detail the subjects and texts taken up in each year; and the examination papers show the character of the work required.

(3) For the professional qualifications for Certificates as Specialists, see the Regulations of the Provincial School of Pedagogy.

NOTE.—*The number of the Regulations in this circular refer to this circular alone. When incorporated with other regulations, these will be numbered therewith.*

EDUCATION DEPARTMENT,
Toronto, July, 1895.

TRUANCY ACT.

As I expect next session of the Legislature to revise the Truancy Act, I would like very much to get the opinion of school boards and truant officers on the following:

1. Does truancy prevail to any extent in your district?
2. If so, to what cause is it owing, whether to the ignorance, indifference or poverty of parents, or to the absence of proper family control?
3. Would it be well to prescribe some punishment for children as well as parents? Are the magistrates inclined to prosecute? Do trustees take any interest in the enforcement of the law? Are the penalties sufficient? Is it known to children that their attendance at school is compulsory? Should the truant officer be required to visit the school occasionally that his authority might be better known to the children?
4. In the case of cities would it be advisable to set apart one or more schools in the city as truant schools, to be visited once or twice a week by the truant officer, and to require all truant children in the city to attend such schools for a month or more until their good behavior would warrant their return to the school of their locality?
5. Have you any suggestion to make as to the reports to be made by teachers or trustees in order to discover truancy more readily, or for the amendment of the Act as a whole?

I shall be greatly obliged by receiving from you at your earliest convenience your views in regard to the points raised, or on any other matter that, in your opinion, would assist in improving the present law. So long as the ratepayers of the province provide free education for every child of school age, the law should be sufficiently stringent to secure reasonable regularity of attendance on the part of such child at some suitable school.

EDUCATION DEPARTMENT,
TORONTO, July, 1895.

CIRCULAR TO INSPECTORS

RESPECTING THE SANITARY CONDITION OF RURAL SCHOOLS.

You will find herewith schedules which have been prepared for the purpose of eliciting information with regard to the sanitary conditions of the rural schools of the province. At another time, and perhaps in a somewhat different way, enquiry will be made into the sanitary conditions of the public and separate schools of the province in cities, towns and incorporated villages.

Report on Teachers.

As several of the answers to the enquiries made cannot be conveniently tabulated, I shall feel greatly obliged if you will summarize your observations upon the answers received in a few paragraphs supplementary to the statistical report. For instance in your report on teachers I would like to have the general result of the the information obtained with respect to the health of teachers, the effect of the schoolroom upon their powers of endurance, the ailments incident to the profession, and the care taken by teachers to maintain unimpaired their physical powers. I would like to know to what extent teachers suffer from the effects of bad ventilation or the unsanitary condition of the school-room, and if in your opinion there is any disease peculiar to the teaching profession, such as myopia, or bronchitis, or phthisis or any neurotic trouble which could be mitigated by greater care on their own part or on the part of the school authorities. It is important to know whether the conditions under which the teacher pursues his profession are as favorable to the full enjoyment of health as they should be, both for his own sake and for the proper discharge of the public service which he is called upon to perform.

Report on Pupils.

In answer to the questions in regard to pupils, I should also desire your opinion on a number of points. For instance are spectacles more used by pupils now than they were ten years ago? and if so is this owing to the defective lighting of the school-rooms, or to the ability of parents to provide better for the wants of their children. Then I would like to know if children show signs of spinal curvature or rounded shoulders, or any other physical defect which you think greater vigilance could prevent. It is also important to study carefully the evil effects which overcrowding and bad ventilation have upon the pupils' powers of study, upon their temper and their desire to enjoy themselves. My reference to games and sports is to draw out the teachers with regard to the development of those manly sports without which a boy's education, even at an ordinary public school, is incomplete. No teacher should neglect the organization of clubs for cricket, football, baseball, etc. The training which a boy gets on the playground is just as useful as any part of his school course, not simply because it is healthful, but because it develops his self control, his powers of self defence and his mettle in competing for the mastery in an honorable way over his fellows.

Report on Schoolhouses

In reporting for schoolhouses I would like to know particularly as to the arrangements made for the sweeping, scrubbing and whitewashing. I feel these elementary principles of cleanliness are very much neglected in many school sections. It is hard to realize what injury may accrue to pupils and teachers from the polluted dust with which the atmosphere of many school-rooms is loaded. The seeds of such diseases as diphtheria, scarlet fever, typhoid fever, consumption, may through this medium be transferred to many a promising pupil and teacher with the most disastrous results.

Report on School Grounds.

The examination of the school grounds is most important. Are they tidy and well kept? Are they mud puddles in spring and fall, or are they well drained, and with proper walks? Are they neatly fenced and planted with trees? Are they large enough for playground purposes, or are the pupils obliged to play upon the highways etc? But what is most important is the sanitary condition of the closets. I fear there is an amount of neglect in this respect in many parts of the province that must react upon the morals as well as upon the health of many pupils. Let there be no sparing this evil if it exists. Deal with it fully and fearlessly.

Grading of Schools.

Under this heading you are expected to grade your schoolhouses and school grounds respectively into three classes, viz. : excellent, good and inferior, giving your reasons for such classification.

General Summary.

This report on the sanitary conditions of our rural schools is one of the most important which the Department has called for in many years. I look for hearty co-operation in making it full and accurate in every particular. In order that your observations may be conveniently referred to, kindly arrange them topically as herein indicated and transmit to the Department not later than December 20th of this year.

EDUCATION DEPARTMENT,
TORONTO, August, 1895.

SUBJECTS OF EXAMINATION.

FOR TEACHERS' CERTIFICATES IN THE ALGOMA, PARRY SOUND AND NIPISSING DISTRICTS,
JULY, 1896.

FORM I.

Reading.—Practice in Oral Reading ; Spelling.

English Grammar and Rhetoric.—Etymology and Syntax, including the inflection, classification, and elementary analysis of words and the logical structure of the sentence ; rhetorical structure of the sentence and paragraph ; exercises, chiefly on passages from authors not prescribed.

English Composition.—Essays on familiar subjects ; familiar letters.

English Poetical Literature.—Intelligent and appreciative comprehension of the prescribed texts ; memorization of the finest passages ; Supplementary Reading from authors provided in the High School library or supplied by pupils under the authority of the High School Board ; oral reading of the texts.

History.—The History of Canada ; British History begun.

Geography.—The building up of the earth ; its land surface ; the ocean ; comparison of continents as to physical features, natural products and inhabitants ; relations of physical conditions to animal and vegetable products, and of natural products and geographical conditions to the occupations of the people and national progress.

Form, size and motions of the earth ; lines drawn on the map, with reasons for their position ; relation of the positions of the earth with respect to the sun, to light and temperature ; the air ; its movements ; causes affecting climate.

Natural and manufactured products of the countries of the world, with their exports and imports; transcontinental commercial highways and their relation to centres of population; internal commercial highways of Canada and the chief internal commercial highways of the United States; commercial relations of Great Britain and her colonies.

Forms of governments in the countries of the world and their relation to civilization.

Arithmetic and Mensuration.—Proofs of elementary rules in Arithmetic; Fractions (theory and proofs); Commercial Arithmetic; Mental Arithmetic; Measurement of rectilinear figures.

Algebra.—Elementary rules; Highest Common Measure; Lowest Common Multiple; Fractions begun.

Drawing.—Object and Model Drawing; Perspective.

Writing and Bookkeeping.—Writing; Bookkeeping by single and double entry; commercial forms; general business transactions.

FORM II.

Reading.—The course in Form I. continued.

English Grammar and Rhetoric.—The course in Form I. continued, with the main facts in the development of the language.

English Composition.—The course in Form I. continued.

English Poetical Literature.—The course in Form I. continued, with the prescribed texts.

History.—Great Britain and Canada from 1763 to 1871, with the outlines of the preceding periods of British History. The Geography relating to the History prescribed.

Arithmetic and Mensuration.—Course in Arithmetic in Form I. reviewed and completed. Mensuration; right parallelopipeds, pyramids and prisms; the circle, sphere, cylinder and cone.

Algebra.—The course in Form I. reviewed and completed, with simple equations of one, two and three unknown quantities; simple problems.

Geometry.—Euclid; Book I.; deductions.

FIRST FORM Examinations.—*Subjects:* Drawing, Writing, Bookkeeping and Commercial Transactions, Geography, Reading.

SECOND FORM Examinations—(1) *Subjects:* Part I.—English Grammar and Rhetoric, Arithmetic and Mensuration, the History of Great Britain and Canada; Part II.—English Composition, English Literature, Algebra, Geometry.

Drawing.—Bk. 1, Architecture; Bk. 2, Constructive Drawing; Bk. 3, Industrial Design; Bk. 4, Landscape Drawing, Historical Ornament, etc.

The paper in Drawing for the First Form shall test the candidate's knowledge of the principles of Model and Object Drawing as contained in the authorized Drawing Books, and his skill in drawing from memory and observation any common object or group of objects. Model and Object Drawing include the type solids, their parts and their application in the drawing of objects, shading and grouping.

Drawing and Bookkeeping.—Each candidate shall submit for examination his school work in Drawing and Bookkeeping and Commercial Transactions, which latter shall consist of the following as a minimum: Four sets, each of at least ten foolscap pages or the equivalent thereof, and each comprising the necessary books of original entry with ledger and bill book. The sets shall consist of one in single entry and three in double entry, and the books of each set, if written in a blank book, shall be entered together and shall be wholly separate from the others. The single entry set shall be especially suitable for farmers and artisans or for retail merchants and general traders, and shall employ the ash book, ledger and bill book, in addition to the necessary books of original entry. One

of the double entry sets shall be suitable for retail merchants, and shall show transactions covering a period of two months of actual business, the ledger being closed at the end of each month and a statement of resources and liabilities shown. The second double entry set shall be a set in Partnership, embracing transactions in Commission and Brokerage, and the third shall be a continuation of the single entry set, showing clearly the transfer from single to double entry. Any three accounts in the single entry set shall be made in proper form and submitted to the examiners. The candidates shall also submit at least two examples of each kind of commercial forms and correspondence pertaining to the sets. A descriptive index shall accompany each of the four sets, and the transactions in each set shall be different from year to year. Any three sets will be accepted.

The paper in Bookkeeping for the First Form shall consist of a set of business transactions involving the use of commercial paper, such as drafts, notes, cheques, etc. The candidate shall make a proper record of these transactions by either Single or Double Entry, and close the set of books. He shall also write out any of the commercial forms in full, showing the endorsements.

Candidates for a District certificate shall take the First and Second Form Examinations.

LITERATURE SELECTIONS.

English Poetical Literature.—The following lessons from the High School Reader will be the subjects for examination for candidates for the District examination, but the examination in *Oral Reading* will not necessarily be confined to these selections.

III, The Trial Scene in the "Merchant of Venice;" VII, To Lucasta, On Going to the Wars; XVIII, Rule, Britannia; XXVIII, The Cotter's Saturday Night; XXIX, The Land o' the Leal; XXXV, The Isles of Greece; XXXVI, Go, Where Glory Waits Thee; XXXVII, Dear Harp of My Country; XXXVIII, Come, ye Disconsolate; XL, The Glove and the Lions; XLVI, The Bridge of Sighs; LI, Horatius; LIV, My Kate; LV, A Dead Rose; LVI, To the Evening Wind; LXII, The Cane-Bottomed Chair; LXVII, The Hanging of the Crane; LXXIII, Ode to the North-East Wind; LXXVI, Barbara Frietchie; LXXIX, The Lord of Burleigh; LXXX, Break, Break, Break; LXXXI, "The Revenge;" CI, The Forsaken Garden; CV, The Return of the Swallows; OVI, Dawn Angels; CVII, Le Roi est Mort; CVIII, To Winter.

Special Requirements.

At all the examinations, one mark shall be deducted for each mis-spelt word or for each instance of bad English, once in the case of each error.

ARITHMETIC.

At the examination in Arithmetic, either Arithmetical or Algebraic solutions shall be accepted.

ENGLISH COMPOSITION.

At the examination in English Composition of the Second Form, an essay shall be required, to which special importance shall be attached, on one of several themes set by the examiners. In order to pass in this subject, legible writing, correct spelling and punctuation, and proper construction of sentences are indispensable. The candidate should also give attention to the structure of the whole essay, the effective ordering of thought, and the accurate employment of a good English vocabulary. About three pages of foolscap is suggested as the proper length for the essay; but quality, not quantity, shall be mainly regarded.

Number and Value of Papers.

The number and the values of the papers in each subject shall be as follows :

FIRST FORM EXAMINATION.

SUBJECTS.	NO. OF PAPERS.	VALUES.
Drawing.....	One	100
Writing, Bookkeeping and } Commercial Transactions }	..... " .....	100
Geography.....	..... " .....	100
Reading.....	No paper ; oral examination.....	50

SECOND FORM EXAMINATIONS.

Part I.

English Grammar and Rhetoric...	One.....	200
Arithmetic and Mensuration.....	"	200
History of Great Britain and Canada	"	150

Part II.

English Composition	One.....	100
English Literature	"	150
Algebra.....	"	150
Geometry	"	100

DISTRICT OF ALGOMA.

Examinations for entrance to High Schools, Public School Leaving and for Teachers' Certificates will be held at Rat Portage, Port Arthur, Sault Ste. Marie, Thessalon and Manitowaning. Candidates will make application to Donald McCaig, Esq., Collingwood, Inspector of the District.

DISTRICTS OF PARRY SOUND AND NIPISSING.

Similar examinations will be held for the District of Parry Sound at Burk's Falls, Parry Sound and Orillia, and in the District of Nipissing at North Bay and Mattawa. The Entrance and Public School Leaving examinations only will be held at Sudbury. Candidates will make application to the Rev. George Grant, B.A., Orillia, Inspector of the Districts of Parry Sound and Nipissing.

As required by the regulations of the Education Department, all applications should be made to the Inspector not later than the 24th of May, and those for Teachers' Certificates must be accompanied by a fee of \$5 (five dollars) and testimonials of moral character.

Candidates for the Entrance or Public School Leaving Examination will be required to remit a fee of \$1 with their application.

EDUCATION DEPARTMENT,
TORONTO, September, 1895.

TEXT-BOOKS AUTHORIZED FOR USE IN PUBLIC SCHOOLS, HIGH SCHOOLS, AND TRAINING SCHOOLS.

1. The text-books named in Schedule "A" shall be the authorized text-books for Public Schools. The text-books in French and German are authorized only for schools where the French or German language prevails, and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the courses of study prescribed for Forms I., II. and III.

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Provincial School of Pedagogy.

4. The text-books in Schedule "D" used in any school on the 1st July, 1895, and recommended by resolution of the trustees to be continued in use, shall be deemed as authorized in such schools until further notice.

5. For religious instruction, either the Sacred Scriptures or the Scripture Readings adopted by the Education Department, shall be used as prescribed by the Regulations of the Education Department.

PUBLIC SCHOOLS (SCHEDULE A).

First Reader, Part I.....	\$0 10
First Reader, Part II.....	0 15
Second Reader.....	0 25
Third Reader.....	0 35
Fourth Reader.....	0 45
High School Reader.....	0 60
Public School Arithmetic.....	0 25
Public School Algebra and Euclid.....	0 25
Public School Geography.....	0 75
Public School Grammar.....	0 25
Public School History of England and Canada.....	0 30
Public School Drawing Course—each number.....	0 05
Public School Physiology and Temperance.....	0 25
Public School Agriculture.....	0 40
Public School Writing Course.....	0 05

French-English Readers.

First Reader, Part I.....	\$0 10
First Reader, Part II.....	0 15
Second Reader.....	0 25
Third Reader.....	0 35
Les Grandes Inventions Modernes.....	0 50

German-English Readers.

Ahn's First German Book.....	\$0 25
" Second ".....	0 45
" Third ".....	0 45
" Fourth ".....	0 50
" First German Reader.....	0 50

HIGH SCHOOLS AND COLLEGIATE INSTITUTES. (SCHEDULE B).

English.

High School Reader.....	\$0 60
High School English Grammar.....	0 75
High School English Composition (Williams)	0 50
Composition from Models (Alexander & Libby)	0 75

History and Geography.

High School Geography	\$1 00
High School History of England and Canada	0 65
Schmitz's History of Greece and Rome	0 75

Mathematics.

High School Arithmetic.....	\$0 60
High School Algebra	0 75
Elements of Algebra (McLellan)	0 75
High School Euclid (McKay), (Books I., II., III., 50 cents).....	0 75

Classics.

First Latin Book (Henderson & Fletcher).....	\$1 00
Primary Latin Book (Carruthers & Robertson).....	1 00
High School Beginner's Greek Book (White).....	1 50

Moderns.

High School French Grammar.....	\$0 75
High School French Reader.....	0 50
High School German Grammar.....	0 75
High School German Reader.....	0 50
Lessons in French, complete (Fasquelles-Sykes).....	0 75

Science.

High School Physical Science, Parts I. and II, each.....	\$ 50
High School Botanical Note Book, Part I. 50 cents; Parts II.....	0 60
High School Botany, Part II.....	0 50
High School Chemistry.....	0 50

Book-keeping and Drawing.

High School Book-keeping.....	\$0 65
High School Drawing Course (new series)—each number.....	0 10

TRAINING SCHOOLS. (SCHEDULE C).

Baldwin's Art of School Management (Canadian edition).....	\$0 75
Hopkins' Outline Study of Man.....	1 25
Fitch's Lectures on Teaching.....	1 00
Quick's Educational Reformers	1 25
McLellan's Applied Psychology.....	1 00
Spencer's Education	0 50
Landon's School Management	1 50
First Year at School (Sinclair)	0 50
Manual of Hygiene.....	0 50
Public School Physiology and Temperance.....	0 25
Houghton's Physical Culture.....	0 50
Infantry Drill as revised by Her Majesty's Command (last edition).....	0 40
MacLaren's Physical Education Part II.; Sections II. and III	2 00

(SCHEDULE D).

Public School History of England and Canada (old series).....	\$0 35
Green's Short History of English People.....	1 50
Jeffers' History of Canada (Primer).....	0 30
Hamblin Smith's Arithmetic	0 60
Todhunter's Euclid (Books I., II. and III., 40 cents).....	0 75
Harkness' Introductory Latin Book	0 50
Harkness' Standard Latin Grammar	1 00
Leighton's First Steps in Latin	1 00
Bradley's Arnold's Latin Prose	1 25
The Standard Book-keeping and Précis Writing	0 65
McGuirl's Perspective and Geometrical Drawing.....	0 40
Public School Music Reader.....	0 40
High School Music Reader	0 75
Temperance and Hygiene (old edition).....	0 25
Goodwin's Greek Grammar	1 25
Harkness' First Greek Book.....	0 90
Robert's French Grammar	0 25
Klotz's German Grammar.....	0 60

EDUCATION DEPARTMENT,
TORONTO, September, 1895

LIST OF APPARATUS

REQUIRED TO PERFORM THE EXPERIMENTS IN HIGH SCHOOL PHYSICAL SCIENCE, PART I.

The pieces marked with an asterisk should form part of individual sets for students' use.

	Probable Cost.
*1 Metric Scale, one foot long, Fig. 5. The Ordinary School Rules graduated in inches and centimetres will answer.....	\$0 02
1 Metre Stick.....	0 50
*2 Rectangular Blocks, Figs. 12 and 13.....	0 10
1 Dissected Litre Block.....	2 00
*1 Test Tube on Foot, Figs. 21, 25, 59, 88.....	0 10
*1 Pinch-Cock, Figs. 21, 22, 106.....	0 15
1 Burette, Mohr's, 50 C. C. graduated in tenths.....	2 00
1 Measuring Cylinder, 100 C. C. graduated, Figs. 23, 97, 99.....	0 80
*3 Beakers, different sizes, Figs. 25, 26, 36, 56, 69, 89, 83, 106, 121, 124, 127, 136	0 55
1 Glass Basin, Figs. 26, 31, 55, 57, 68, 76, 90, 124.....	0 60
1 Fire Syringe, Figs. 27 and 107.....	2 00
1 Air Pump and Receiver.....	24 00
1 Elastic Rubber Balloon. A toy balloon answers well.....	0 10
1 Pendulum Bob, Figs. 29 and 66.....	0 10
1 Track for Balls, Fig. 30.....	0 75
4 Well turned Metal Balls to use with above.....	2 00
*1 Tuning Fork, Simple Form, Fig. 31.....	0 20
1 Radiometer, Fig. 32.....	3 00
*3 Supports, Figs. 33 and 35. May be made of bent wire inserted into block of wood.....	0 10
* $\frac{1}{2}$ Doz. Pith Balls, Fig. 33.....	0 15
*1 Rod of Vulcanite.....	0 25
*1 Bar Magnet, Fig. 34.....	0 25
*1 Magnetic Needle on Stand, Fig. 36. Cheap form of compass will answer....	0 25
1 Track, Car, Pulley and Scale-Pan, Fig. 37. Should be carefully constructed as described in Text-Book.....	8 00

Removable support to be screwed into Laboratory Table. One face of support should be supplied with Scale and Mirror, Figs. 38 and 50, one at each table	1 50
Steel Wire of different sizes for making elastic Spiral Springs	0 15
1 Physical Balance, with set of Metric Weights	8 50
*1 Adjustable Spring Balance	0 65
*3 Test Tubes, Figs. 45, 96, 130, 135	0 10
*1 Spirit Lamp or Bunsen Burner	0 50
*1 Pair Forceps, Fig. 46	0 20
*1 Mortar and Pestle	0 30
1 Small Vise, Fig. 51	0 40
*1 Set of Heavy Weights, Figs. 37, 38, 48, 50, 52 and 53	0 65
*1 Glass Disc with hook at centre, Figs. 55 and 65	0 20
$\frac{1}{2}$ Pound Capillary Tubing, assorted sizes	0 50
2 Tubes, Fig. 58	Each 25 0 50
1 Tube, Fig. 62	0 90
*3 Thistle Tubes, Figs. 60, 63, 72, 88, 89, 92, 94, 95	Each 15. 0 45
1 Transmission of Pressure Apparatus, Fig. 61	1 00
*1 Pipette, Figs. 59 and 102	0 15
*1 Tall Glass Jar, Fig. 64, 65, 92, 118	0 60
*1 Large Glass tube with edges ground, Figs. 65, 67 and 127	0 85
1 Archimedes Principle, Fig. 69	2 00
1 Globe for weighing air, Figs. 70 and 77	2 50
2 Small Bottles. Two four-ounce medicine vials will answer	0 10
*2 Small Perforated Rubber Corks, Figs. 73 85, 86, 87, 112, 125, 127. The corks should fit the bottles above and the Test Tubes and Florence Flasks used in other experiments	0 15
1 Pair Magdeburg Hemispheres, Fig. 74	5 00
1 Guinea and Feather Tube, 76	5 00
1 Barascope, Fig. 77	2 00
*1 Barometer Tube, heavy glass, Figs. 78 and 79	0 50
1 Mariotte's Law Apparatus, with extra Bulb Tube for Charles Law, Figs. 80, 119	8 00
*1 Retort Stand	0 50
*2 Small Florence Flasks, Figs. 85, 86, 87, 112, 125, 127	0 20
*1 Florence Flask with wide mouth, Figs. 92, 118, 122, 123, 124, 130, 137	0 25
*1 Glass Tube with Stop-Cock, Figs. 86 and 87. A piece of rubber tubing with Pinch-Cock will answer	0 85
*1 Hydrometer Jar, Figs. 88, 104, 105	0 45
1 Universal Support, Figs. 89, 92, 93	2 00
2 Rubber Corks, each with two holes, Figs. 92, 112, 118, 122, 123, 130, 137. They should fit Florence Flask with large mouth	0 15
*1 Porous Battery-cell, small size	0 20
*1 Perforated Rubber Cork to fit Battery-cell, Fig. 92	0 25
1 Specific Gravity Bottle, Fig. 100 and 101	1 25
*1 Weighted Wooden Prism, 1 square Centimetre in sections, Figs. 20 and 103 ..	0 25
1 Hydrometer for light and heavy liquids	0 75
1 Tube for Fig. 106.	0 60
4 Bunsen or Grenet Cells, Fig. 108	Each \$1.50 6 00
1 Ball and Ring, Fig. 109	1 25
1 Pyrometer, Fig. 110	3 00
1 Compound Bar, Fig. 111	1 00
1 Chemical Thermometer, graduated in both Centigrade and Fahrenheit Degrees, Figs. 116, 118, 121, 122, 123	2 25
1 Differential Thermometer, Figs. 117, 144, 145	2 50
1 Liebig Condenser, Fig. 125	1 00
1 Cryophorous, Fig. 126	1 75
1 Calorimeter, Fig. 129	2 75

1 Ingenhous Apparatus, Fig. 132.....	1 50
1 Apparatus to show convection in Gases, Fig. 139.....	1 00
1 Glass Candy Jar for Fig. 140.....	0 60
1 Large Iron Ball, Figs. 141, 145.....	0 75
1 Leslie Cube, Fig. 144.....	1 40

SUNDRIES.

Rubber Tubing, heavy.....	0 50
Sheet Rubber.....	Per sq. foot.... 0 25
Parchment Paper.....	" sheet 20x30 0 05
Wire Gauze.....	" sq. foot.... 0 15
Insulated Copper Wire.....	0 10
Glass Tubing, heavy, for cutting and bending into the various forms used in the different pieces of apparatus.....	($\frac{1}{2}$ lb.) 0 30
Sealing Wax.....	Large stick 0 25
Iceland Spar.....	0 65
Mica.....	0 10
Sheet Zinc and Sheet Copper.....	0 15

EDUCATION DEPARTMENT,
TORONTO, October, 1895.

COUNTY MODEL SCHOOLS.

PROFESSIONAL EXAMINATIONS.

Directions to Inspectors and Principals.

The instructions given in Circular 19 regarding the examinations should be followed subject to the following provisions :

I. The examination paper in Temperance and Hygiene will be framed to meet the requirements of students prepared from either of the authorized text-books.

II. In Music and Calisthenics no examination will be held by the County Boards of Examiners, but, as in the case of the Provincial Normal Schools, the teacher or teachers of these subjects shall, at the close of the term, give to the Chairman of the Board the marks which they have awarded to the students, and these marks shall be entered under the proper headings in the official report, and considered with the other marks by the Board in determining the results.

III. In order that a candidate may be awarded a certificate he must obtain (a) one-third of the marks in each subject at the final written examination conducted by the Board of Examiners ; (b) one-third of the marks in Music and Calisthenics ; (c) one-half of the aggregate marks awarded by the Board and by the Principal for teaching ; and (d) one-half of the aggregate marks in all subjects.

IV. The names of all candidates granted renewals should be entered on the Report of the Board of Examiners.

V. The Secretary of the Board shall state in the Official Report to the Education Department, by whom each subject was examined, and shall forward by mail the Principal's report on the standing of each student.

VI. The answer papers of candidates are to be sent to the Department by express (charges prepaid).

EDUCATION DEPARTMENT,
TORONTO, October, 1895.

EQUIPMENT RECOMMENDED FOR A GYMNASIUM.

The apparatus marked † is indispensable. Except where the number required is specially mentioned, enough of each kind of machines should be supplied to provide for the largest class under instruction. For the use and a description of the machines see MacLaren's Physical Education : MacMillan & Co.

FOR BOYS.

†Wooden Dumb Bells.

†Indian Clubs.

†Vertical ropes of manilla, three pairs—1-inch, $1\frac{1}{4}$ -inch, $1\frac{1}{2}$ -inch—the ropes to hang about 20 inches apart.

†Two horizontal Bars—one at least to be adjustable to different heights.

†Two pairs Parallel Bars—one pair to be at least 6 feet long ; height from ground, 4 feet 8 inches ; diameter of bars, 2 inches ; distance apart 17 inches. One pair to be at least 7 feet long, height from ground, 4 feet 5 inches ; diameter of bars, $1\frac{3}{4}$ inches ; distance apart, 15 inches.

†Flying Rings—two pairs.

†Two Single Trapezes.

†Rifles or Wooden Rifles.

†Horizontal Ladder.

†Travelling Rings—at least six.

Chest-weight Machines.

Rowing Machines.

Vertical and Slanting Poles.

A Rosary.

A Mast.

Leaping Poles.

A Horizontal Beam.

A Wooden Vaulting Horse.

Two Planks—plain and bridged.

The Prepared Wall.

FOR GIRLS.

†Wooden Dumb Bells.

†Wands.

†Indian Clubs.

Chest-weight Machines.

EDUCATION DEPARTMENT,
TORONTO, November, 1895.

SYLLABUS OF MUSIC FOR PUBLIC SCHOOLS.

It is desirable that singing by *note* should be introduced into all Public Schools.

Where sufficient reasons exist which render this impracticable, the Inspector may accept songs which have been taught by rote, provided the singing is well done.

Either the Staff or the Tonic-Solfa notation may be used ; Part I. of the Syllabus is prescribed for schools in which the former is adopted, and Part II. for the latter.

In graded schools where classes are divided into Junior and Senior, the former will take the subjects marked (a); and the latter those marked (b).

The Tune tests are intended to be sung from the examiner's pointing on a blank staff, or Tonic-Solfa Modulator, and without any rhythmic form. The Time tests are intended to be sung on a monotone to *laa* or any other suitable syllable.

In all Ear-Tests the tones of the Tonic chord should be sung by the examiner before giving the tests, in order that the tonality or key may be clearly established.

In all grades, at least one new song should be studied every month. It is hoped that teachers will endeavor to inculcate a love for National and Patriotic songs, and cultivate a taste for good music among the young people of Ontario.

No specific tests in Voice-Culture have been prescribed, but Inspectors should insist on all exercises and songs being sung with a pure quality of tone, without forcing or straining the voice.

PART I.

STAFF NOTATION.

First Book Classes.

Tune :

- (a) The tones of the Tonic-chord, Doh, Mi, Sol, to be sung from pointing on a blank staff in any key. The position of the key-tone must be clearly indicated by the examiner.
- (b) The above with the addition of the second and seventh degrees (Re and Si) of the Major Scale, approached by step.

Examples (a)



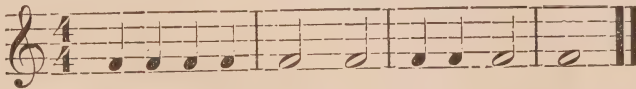
(b)



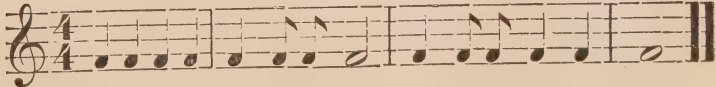
Time :

- (a) Simple exercises in $\frac{2}{4}$, $\frac{3}{4}$ or time, with quarter-notes, half-notes and whole-notes.
- (b) The same with the addition of eighth-notes.

Examples (a)



(b)



Ear-Training :

To imitate simple phrases of three tones sung to the syllable *laa*.

Songs :

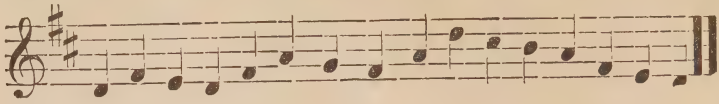
Simple songs learnt by ear.

Examples : Away Among the Blossoms.

Good Morning Merry Sunshine.

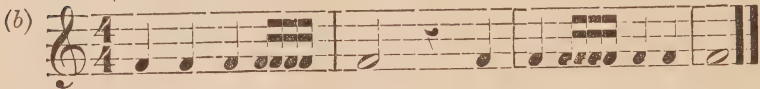
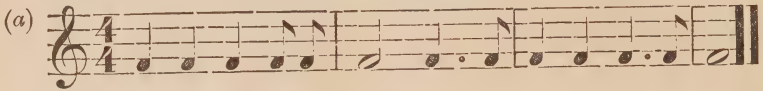
*Second Book Classes.**Tune :*

The tones of the Major Scale in any key, but with leaps to D \flat , Mi and Sol only.
The position of the key-tone must be clearly indicated by the examiner.

*Time :*

(a) Simple exercises in $\frac{3}{4}$ or $\frac{4}{4}$ time containing the dotted quarter note and half-note.

(b) Simple exercises containing sixteenth-notes, and rests of one beat.

*Sight-singing :*

Simple exercises in combined Tune and Time, but not necessarily containing any difficulties of rhythm greater than half-beat notes.

*Ear training :*

Tell the name of any one tone of the scale, on hearing it sung to *laa*.

Songs :

Simple songs learnt by *note*.

Examples: Lightly Row ; Sun of my Soul.

*Third Book Classes.**Tune :*

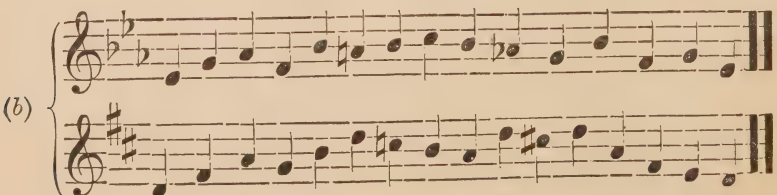
(a) The names of the lines and spaces in the G and F clefs.

The tones of the Major Scale in any key with easy leaps.

Theoretical knowledge of Key-signatures up to four sharps or flats.

(b) Exercises containing the sharpened fourth or flattened seventh of the scale.

Examples (a)

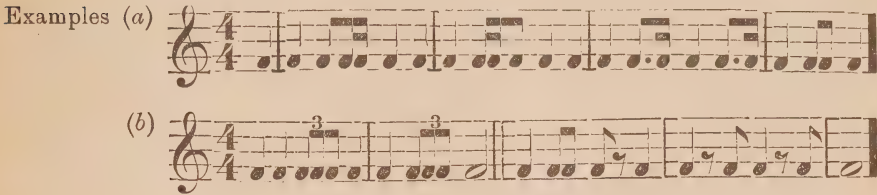


Time :

(a) Combinations of eighth and sixteenth notes

Theoretical knowledge of the following Time Signatures, $\frac{3}{4}$, $\frac{2}{4}$, $\frac{3}{8}$, $\frac{3}{4}$, $\frac{3}{8}$, $\frac{4}{4}$, $\frac{4}{4}$.

(b) Triplets, and rests of the value of one half-beat.

*Sight-singing :*

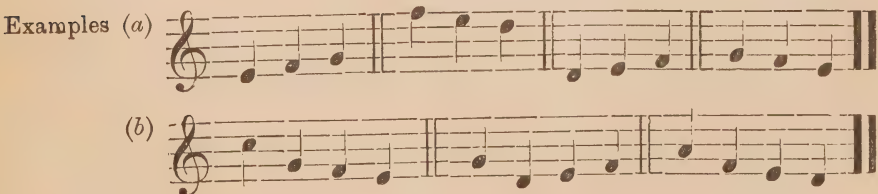
(a) Exercises in combined Tune and Time with intervals of moderate difficulty and half-beat notes.

(b) The same with dotted quarter and half-notes.

*Ear training :*

(a) Tell the names of *any* three tones of the diatonic scale in stepwise progression when sung to *laa*.

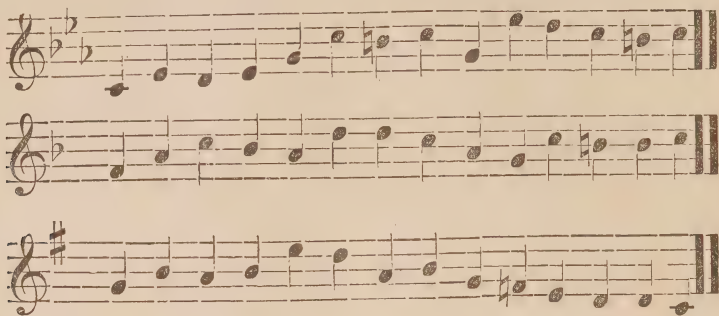
(b) The same preceded or followed by one leap.

*Songs :*

Two-part songs adapted to the reading ability and general intelligence of the pupils.

*Fourth Book Classes.**Tune :*

Exercises on the Minor Scale with its leading note. Simple modulations by the use of the sharpened fourth or flattened seventh.

Examples*Time :*

Review and combination of the various rhythms prescribed for junior classes ; also compound duple time.

*Ear training :*

Tell the names of any four tones of the diatonic scale when sung to *laa*.

*Songs :*

Two-part songs adapted to the reading ability and general intelligence of the pupils.

Model Schools :

The practical work for Model Schools will be the same as for Fourth Book classes with the addition of the following syllabus in Musical Theory.

Tune :

Questions on the structure of the Major and Minor scales, and Key signatures containing not more than four sharps or flats.

Time :

Questions on beats, accents, Time-signatures, the G and F clefs, and the names of the lines and spaces.

Teaching :

Knowledge of the Music Syllabus prescribed for Public Schools, with ability to write examples of exercises adapted to the various grades.

Voice-culture :

Questions on elementary vocal-physiology, tone-production and correct methods of breathing.

PART II.

TONIC-SOLFA NOTATION.

*First Book Classes.**Tune :*

- (a) The tones Doh, Me, and Soh with their octaves to be sung from the Modulator in *any* suitable key.
- (b) The above with the addition of Ray and Te.

Examples : Key D.

(a) d s d m s d¹ m s d

 Key F.

(b) d s₁ d t₁ d r s m r d

Time :

- (a) Two-and three-pulse measures with whole-pulse tones and simple continuations to be sung on one tone to *laa*, or other suitable syllable.
- (b) Four-and six-pulse measure with half-pulse tones.

Examples :

(a) | d :— | d :d | d :d | d :— ||

(b) | d :d | d .d : d | d :d .d | d :— ||

Sight-singing :

- (a) Simple exercises combining the elements of Tune and Time prescribed at (a) above.
- (b) The same with the addition of Ray and Te, and half-pulse tones, but not necessarily containing different notes in each half of the pulse.

Examples : Key D.

• (a) | d : m : s | d¹ :— : s | d¹ : m : s | d :— :— ||

 Key F.

(b) | d : s | d : m . m | s : s s | d :— ||

Ear training :

- (a) To imitate phrases of three tones sung to the syllable *laa*.
- (b) Tell the order in which the tones d m s are sung to *laa*.

Songs :

- (a) Simple songs learnt by ear.
- (b) Simple songs containing the elements of Tune and Time prescribed above, to be learnt by note.

Examples :

- (a) { Away among the Blossoms.
 { Good Morning, Merry Sunshine.
- (b) { See the Rain is Falling
 { Over the Snow.

*Second Book Classes.**Tune :*

All tones of the Common Scale with simple leaps, to be sung from the Modulator in *any* key.

Example : Key C.

d s m f r d m s d' t l s t d'

Time :

(a) Half-pulse continuations.

(b) Quarter-pulse tones, and silent pulses.

Examples :

(a) | d : d . d | d :- . d | d : - . d | d :- ||

(b) | d : d | d, d, d, d : d | : d . d | d :- ||

Sight-singing :

(a) Simple exercises in combined Tune, and Time containing any tones of the Common Scale without divided pulses.

(b) The same with half pulse tones.

Examples : Key G.

(a) | d : s₁ | d : t₁ | l₁ : s₁ | d :- ||

(b) | m : d . m | r : s | l : f . r | d :- ||

Ear training :

Tell the name of any one tone of the scale on hearing it sung to *laa*.

Songs :

Simple unison songs containing no difficulties of Tune or Time greater than those described above, to be learnt by *note*.

Examples :

Lightly Row ; Evening Prayer ; Sun of my Soul.

*Third Book Classes.**Tune :*

(a) The Common Scale with leaps of moderate difficulty to be sung from the Modulator in *any* key. Simple Modulator exercises in two parts.

(b) Transitions of one remove with the tones Fe and Ta approached by step.

Examples :

(a) { Key D. d s m d' l f l s d' m s r t₁ d
Key G. { d m s m f s m f s m f r d }
{ d d t₁ d r t₁ d l₁ s₁ d l₁ t₁ d }

(b) Key D. d m r s f e s m f l s d' t a l s t d'

Time :

(a) Pulses divided into one-half and two-quarters ; two-quarters and one-half ; three quarters and quarter. Half-pulse silences.

(b) Pulses divided into thirds.

Examples :

(a) $\overset{\frac{1}{2}}{d} : \overset{\frac{1}{2}}{d} \overset{\frac{1}{2}}{d} | d : - \parallel \overset{\frac{1}{2}}{d} : \overset{\frac{1}{2}}{d} \overset{\frac{1}{2}}{d} | d : - \parallel \overset{\frac{2}{3}}{d} : \overset{\frac{1}{3}}{d} | d : - \parallel \overset{\frac{2}{3}}{d} : \overset{\frac{1}{3}}{d} | d : - \parallel$

(b) $| d : \overset{\frac{1}{3}}{d} \overset{\frac{1}{3}}{d} \overset{\frac{1}{3}}{d} | d : - \parallel$

Sight-singing :

(a) Exercises in combined Tune and Time with intervals of moderate difficulty and half-pulse tones.

(b) The same with half-pulse continuations.

Examples :

(a) $| d : m . d | s : r | f : t . r | d : - \parallel$

(b) $| d : - . m | s : d' : | f : - . l | s : - \parallel$

Ear training :

(a) Tell the names of *any* three tones in stepwise progression sung to *laa*.

(b) The same preceded or followed by one leap.

Examples :

(a) $s f m . l t d' . f m r . m r d .$

(b) $d s f m . l t d' s . d f m r . m r d s .$

Songs :

Two-part songs adapted to the reading ability and general intelligence of the pupils.

*Fourth Book Classes.**Tune :*

Difficult intervals of the Common Scale with transitions of one remove, also simple exercises on the Minor Scale, including the leading-note *sc.*

Examples : Key D.

$d m f r r \overset{A.t.}{s} d t_1 d m l_1 t_1 d \overset{f.D.}{m} f r d$
 $l d' t d' l s e l m f r m l s e l$

Time :

Review and combination of the various rhythms prescribed for junior classes, with the addition of quick six-pulse measure.

Examples :

$| d : d : \overset{\cdot}{d} | d . d : d | d . d : d , d . d | d : - \parallel$

$| d : d : d | d : - : d | d : d : - | d : - : - \parallel$

Sight-singing :

Exercises in combined Tune and Time, but not necessarily containing any divisions of the pulse of greater difficulty than halves, or half-pulse continuations.

Examples :

Key E.

| d :m .d | f :m | r :l | f :— | m :s.m | l :s | f :— .t | d :— ||

Ear training :

Tell the names of any four tones of the diatonic scale when sung to *laa*.

Examples :

d f r m s r m d l s d' t .m l s d'

Songs :

Two-part song adapted to the reading ability and general intelligence of the pupils.

Model Schools.

The practical work for Model Schools will be the same as for Fourth Book classes with the addition of the following syllabus in Musical Theory.

Tune :

Questions on the structure of the Major and Minor scales, and methods of pitching keys from an ordinary C tuning-fork.

Time :

Pulses, accents, simple forms of measures, continuations and Tonic-Solfa notation of Time.

Teaching :

Knowledge of the Music Syllabus prescribed for Public Schools, with ability to write examples of exercises adapted to the various grades.

Voice-culture :

Questions on elementary vocal physiology, tone-production and correct methods of breathing.

EDUCATION DEPARTMENT,
TORONTO, Nov., 1895.

MEMORANDUM FOR PRINCIPALS OF HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

My attention has been called to an erroneous impression that prevails in a few places in the Province that German cannot be taught in the High Schools to pupils enrolled in Form I. As the new regulations were framed with the object of preventing as far as possible a multiplicity of classes, greater freedom was given to Principals in the classification of pupils. As an optional subject German was prescribed for Forms II, III and IV, and the pupils of Form I could take it up in any of the classes of these Forms with the approval of the Principal. In like manner and with similar approval any subject prescribed for the lower Forms may be taken up by pupils of the higher Forms.

In order to remove what may appear a discrimination against German, that subject will hereafter be one of the optional subjects of Form I—The Regulation reading "Optional :—Latin, Greek, French, German, etc." It should be understood that this amendment to the Regulations does not interfere with the authority of the Principal in fixing the order in which the subjects in Form I shall be taken up by the pupils. See Regulations 1 (2) and 2 (2) of circular 4.

TORONTO, NOVEMBER, 1895.

APPORTIONMENT OF LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1895.

The apportionment of the Grant to the several Municipalities is based upon the latest Returns of Population for the year 1894 and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective County, City, Town and Village Treasurers.

The County Councils—whose duty it is to raise from the several Townships in their Counties a sum at least equal to the amounts respectively apportioned to each County—are reminded that *all the supporters of the Roman Catholic Separate Schools are exempt from any rate to be levied for this purpose.*

EDUCATION DEPARTMENT,
TORONTO, May, 1895.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES for 1895 for which an assessment is to be made by the County Council, in the several Townships in each county, sufficient to raise an amount at least equal to the amount apportioned to each County.

All Roman Catholic Separate School supporters are exempt from any rate for such purpose.

1. COUNTY OF BRANT.

<i>Municipalities.</i>	<i>Apportionment.</i>
Brantford	\$652 00
Burford	562 00
Dumfries, South.....	350 00
Oakland	99 00
Onondaga	151 00
Total.....	\$1,814 00

2. COUNTY OF BRUCE.

Albemarle.....	\$173 00
Amabel	349 00
Arran	334 00
Brant	455 00
Bruce	360 00
Carrick	385 00
Culross	240 00
Eastnor	180 00
Elderslie	310 00
Greenock	286 00
Huron	457 00
Kincardine	379 00
Kinloss	312 00
Lindsey and St. Edmunds	100 00
Saugeen.....	182 00
Total.....	\$4,502 00

3. COUNTY OF CARLETON.

Fitzroy	\$299 00
Gloucester	538 00
Goulbourn	305 00
Gower, North	264 00
Huntley.....	266 00
March	111 00
Marlborough	189 00

COUNTY OF CARLETON.

<i>Municipalities.</i>	<i>Apportionment.</i>
Nepean	\$254 00
Osgoode.....	494 00
Torbolton	113 00
Total.....	\$2,833 00

4. COUNTY OF DUFFERIN.

Amaranth	\$414 00
Garafraxa, East	277 00
Luther, East	317 00
Melancthon	484 00
Mono	480 00
Mulmur	418 00
Total.....	\$2,390 00

5. COUNTY OF ELGIN.

Aldbrough	\$574 00
Bayham.....	430 00
Dorchester, South	183 00
Dunwich	373 00
Malahide	456 00
Southwold	515 00
Yarmouth.....	592 00
Total.....	\$3,123 00

6. COUNTY OF ESSEX.

Anderdon.....	\$230 00
Colchester, North	263 00
“ South	299 00
Gosfield, North	194 00
“ South	241 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

Municipalities. *Apportionment.*

COUNTY OF ESSEX.

Maidstone.....	\$329 00
Malden	134 00
Mersea	454 00
Peelee Island.....	76 00
Rochester	292 00
Sandwich, East	252 00
" West	304 00
" South.....	209 00
Tilbury, North	280 00
" West.....	254 00
Total.....	\$3,811 00

7. COUNTY OF FRONTENAC.

Barrie.....	\$80 00
Bedford	187 00
Clarendon and Miller	98 00
Hinchinbrooke	150 00
Howe Island (including R. C. Sep. Schs.)	44 00
Kennebec	157 00
Kingston	318 00
Loughborough	196 00
Olden	123 00
Oso	146 00
Palmerston and Canonto	108 00
Pittsburg	290 00
Portland	262 00
Storrington	246 00
Wolfe Island	145 00
Total.....	\$2,550 00

8. COUNTY OF GREY.

Artemesia.....	\$414 00
Bentnick	558 00
Collingwood.....	454 00
Derby	238 00
Egremont	401 00
Euphrasia	396 00
Glenelg	334 00
Holland	426 00
Keppel	487 00
Normanby	577 00
Osprey	403 00
Proton	345 00
Sarawak	131 00
St. Vincent	367 00
Sullivan.....	454 00
Sydenham.....	439 00
Total.....	\$6,424 00

9. COUNTY OF HALDIMAND.

Canborough.....	\$114 00
Cayuga, North	236 00
" South.....	108 00
Dunn	116 00
Moulton	210 00
Oneida	336 00
Rainham	227 00
Seneca	260 00
Sherbrooke	53 00
Walpole.....	565 00
Total.....	\$2,165 00

10. COUNTY OF HALIBURTON.

<i>Municipalities.</i>	<i>Apportionment.</i>
Anson and Hindon	\$35 00
Cardiff	72 00
Clyde, Burton, Dudley, Dysart, Harcourt, Harburn, Eyre, Guilford, Have-lock, etc.....	119 00
Glamorgan	64 00
Lutterworth.....	53 00
Minden	141 00
Monmouth	69 00
Sherbourne, etc	15 00
Snowdon	89 00
Stanhope	70 00
Total	\$727 00

11. COUNTY OF HALTON.

Esquesing.....	\$483 00
Nassagaweya	318 00
Nelson	348 00
Trafalgar	455 00
Total.....	\$1,604 00

12. COUNTY OF HASTINGS.

Carlow	\$64 00
Dungannon	93 00
Elzevir and Grimsthorpe.....	129 00
Faraday	108 00
Hungerford	414 00
Huntingdon	292 00
McClure, Wicklow and Bangor.....	106 00
Herschel and Monteagle	180 00
Madoc	319 00
Marmora and Lake	230 00
Mayo	60 00
Rawdon.....	406 00
Sidney	504 00
Thurlow	604 00
Tudor and Cashel	98 00
Limerick	62 00
Wollaston.....	84 00
Tyendinaga	357 00
Total.....	\$4,110 00

13. COUNTY OF HURON.

Ashfield.....	\$359 00
Colborne	224 00
Goderich	304 00
Grey	449 00
Hay	456 00
Howick	535 00
Hullett	352 00
McKillop	342 00
Morris	362 00
Stanley	274 00
Stephen.....	429 00
Tuckersmith	336 00
Turnberry.....	290 00
Usborne	304 00
Wawanosh, East	235 00
" West	246 00
Total.....	\$5,497 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

Municipalities. *Apportionment.*

14. COUNTY OF KENT.

Camden.....	\$343 00
Chatham.....	579 00
Dover.....	508 00
Harwich.....	549 00
Howard.....	430 00
Orford.....	343 00
Raleigh.....	496 00
Romney.....	198 00
Tilbury, East.....	353 00
Zone.....	152 00

Total.....\$3,951 00

15. COUNTY OF LAMBTON.

Bosanquet.....	\$303 00
Brooke.....	397 00
Dawn.....	365 00
Enniskillen.....	636 00
Euphemia.....	273 00
Mocre.....	549 00
Plympton.....	441 00
Sarnia.....	292 00
Sombra.....	417 00
Warwick.....	450 00

Total.....\$4,123 00

16. COUNTY OF LANARK.

Bathurst.....	\$312 00
Beckwith.....	200 00
Burgess, North.....	54 00
Dalhousie and Sherbrooke, North.....	239 00
Darling.....	88 00
Drummond.....	235 00
Elmsley, North.....	134 00
Lanark.....	215 00
Lavant.....	74 00
Montague.....	232 00
Pakenham.....	210 00
Ramsay.....	274 00
Sherbrooke, South.....	102 00

Total.....\$2,369 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South.....	\$353 00
Crosby, North.....	142 00
“ South.....	215 00
Elizabethtown.....	483 00
Elmsley, South.....	95 00
Kitley.....	240 00
Leeds and Lansdowne, Front.....	387 00
“ “ Rear.....	266 00
Yonge and Escott, Rear.....	141 00
Yonge, Front and Escott.....	314 00

Total.....\$2,636 00

17 (a). COUNTY OF GRENVILLE.

Augusta.....	\$438 00
Edwardsburg.....	446 00
Gower, South.....	102 00
Oxford, Rideau.....	\$378 00
Wolford.....	232 00

Total.....\$1,596 00

Municipalities. *Apportionment.*18. COUNTY OF LENNOX AND
ADDINGTON.

Adolphustown.....	\$ 78 00
Amherst Island.....	102 00
Anglesea, Effingham and Kaladar.....	138 00
Camden, East.....	480 00
Denbigh, Abinger and Ashley.....	118 00
Ernestown.....	335 00
Fredericksburg, North.....	182 00
“ South.....	131 00
Richmond.....	308 00
Sheffield.....	238 00

Total.....\$2,110 00

19. COUNTY OF LINCOLN.

Caistor.....	\$232 00
Clinton.....	240 00
Gainsborough.....	286 00
Grantham.....	224 00
Grimsby, North.....	138 00
“ South.....	174 00
Louth.....	203 00
Niagara.....	216 00

Total.....\$1,713 00

20. COUNTY OF MIDDLESEX.

Adelaide.....	\$257 00
Biddulph.....	256 00
Caradoc.....	477 00
Delaware.....	195 00
Dorchester, North.....	456 00
Ekfrid.....	334 00
Lobo.....	330 00
London.....	1,069 00
McGillivray.....	371 00
Metcalfe.....	173 00
Mosa.....	322 00
Nissouri, West.....	348 00
Westminster.....	523 00
Williams, East.....	182 00
“ West.....	191 00

Total.....\$5,484 00

21. COUNTY OF NORFOLK.

Charlottetown.....	\$431 00
Houghton.....	240 00
Middleton.....	240 00
Townsend.....	452 00
Walsingham, North.....	273 00
“ South.....	237 00
Windham.....	423 00
Woodhouse.....	227 00

Total.....\$2,523 00

22. COUNTY OF NORTHUMBERLAND.

Alnwick.....	\$131 00
Brighton.....	326 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

COUNTY OF NORTHUMBERLAND.

<i>Municipalities.</i>	<i>Apportionment.</i>
Cramahe	342 00
Haldimand	469 00
Hamilton	526 00
Monaghan, South	128 00
Murray	295 00
Percy	378 00
Seymour	371 00
Total.....	\$2,966 00

22 (a). COUNTY OF DURHAM.

Cartwright	\$236 00
Cavan	348 00
Clarke	527 00
Darlington	545 00
Hope	477 00
Manvers	394 00
Total.....	\$2,527 00

23. COUNTY OF ONTARIO.

Brook	\$451 00
Mara	315 00
Pickering	726 00
Rama	161 00
Reach	464 00
Scott	277 00
Scugog Island	66 00
Thorah	166 00
Uxbridge	352 00
Whitby, East	305 00
Whitby	281 00
Total.....	\$3,564 00

24. COUNTY OF OXFORD.

Blandford	\$210 00
Blenheim	573 00
Dereham (including arrears)	573 00
Nissouri, East	331 00
Norwich, North	272 00
“ South	308 00
Oxford, North	170 00
“ East	240 00
“ West	248 00
Zorra, East	465 00
“ West	338 00
Total.....	\$3,728 00

25. COUNTY OF PEEL.

Albion	\$333 00
Caledon	492 00
Chinguacousy	518 00
Gore of Toronto	122 00
Toronto	640 00
Total.....	\$2,110 00

26. COUNTY OF PERTH.

<i>Municipalities.</i>	<i>Apportionment.</i>
Blanchard	\$334 00
Downie	319 00
Easthope, North	288 00
“ South	237 00
Ellice	365 00
Elma	488 00
Fullarton	270 00
Hibbert	257 00
Logan	320 00
Mornington	322 00
Wallace	369 00
Total.....	\$3,569 00

27. COUNTY OF PETERBOROUGH.

Anstruther	\$ 28 00
Asphodel	184 00
Belmont	216 00
Burleigh	43 00
Cavendish	14 00
Chandos	83 00
Douro	232 00
Dummer	255 00
Ennismore	110 00
Galway	94 00
Harvey	124 00
Methuen	25 00
Monaghan, North	114 00
Otonabee	403 00
Smith	332 00
Total.....	\$2,257 00

28. COUNTY OF PRESCOTT.

Alfred	\$ 48 00
Caledonia	118 00
Hawkesbury, East	288 00
“ West	216 00
Longueuil	46 00
Plantagenet, North	355 00
“ South	243 00
Total.....	\$1,314 00

28 (a). COUNTY OF RUSSELL.

Cambridge	\$181 00
Clarence	156 00
Cumberland	309 00
Russell	190 00
Total.....	\$836 00

29. COUNTY OF PRINCE EDWARD.

Ameliasburg	\$364 00
Athol	150 00
Hallowell	392 00
Hillier	210 00
Marysburg, North	180 00
“ South	176 00
Sophiasburg	244 00
Total.....	\$1,716 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

30. COUNTY OF RENFREW.

<i>Municipalities.</i>	<i>Apportionment.</i>
Admaston.....	\$252 00
Alcona, South.....	105 00
Alice and Fraser.....	217 00
Bagot and Blithfield.....	158 00
Brougham.....	49 00
Bromley.....	177 00
Brudenell and Lynedoch.....	150 00
Grattan.....	193 00
Griffith and Matawatchan.....	70 00
Hagarty, Jones, Sherwood, Richards and Burns.....	198 00
Head, Clara and Maria.....	50 00
Horton.....	166 00
McNab.....	420 00
Pembroke.....	84 00
Petawawa.....	111 00
Ratcliffe and Raglan.....	124 00
Rolph, Wylie, McKay, Buchanan.....	102 00
Ross.....	319 00
Sebastopol.....	85 00
Stafford.....	94 00
Westmeath.....	390 00
Wilberforce and Algona, North.....	152 00
Total.....	\$3,666 00

31. COUNTY OF SIMCOE.

Adjala.....	\$230 00
Essa.....	491 00
Flos.....	535 00
Gwillimbury, West.....	289 00
Innisfil.....	444 00
Matchedash.....	46 00
Medonte (including arrears).....	481 00
Nottawasaga.....	619 00
Orillia.....	430 00
Oro.....	475 00
Sunnidale.....	291 00
Tay.....	475 00
Tiny.....	378 00
Tecumseth.....	406 00
Tossorontio.....	172 00
Vespra.....	340 00
Total.....	\$6,102 00

32. COUNTY OF STORMONT.

Cornwall.....	\$582 00
Finch.....	336 00
Osnabrock.....	573 00
Roxborough.....	456 00
Total.....	\$1,947 00

32 (a). COUNTY OF DUNDAS.

Matilda.....	\$482 00
Mountain.....	356 00
Williamsburg.....	456 00
Winchester.....	390 00
Total.....	\$1,684 00

32 (b). COUNTY OF GLENGARRY.

<i>Municipalities.</i>	<i>Apportionment.</i>
Charlottenburg.....	\$562 00
Kenyon.....	476 00
Lancaster.....	410 00
Lochiel.....	462 00
Total.....	\$1,910 00

33. COUNTY OF VICTORIA.

Bexley.....	\$94 00
Carden.....	88 00
Dalton.....	64 00
Eldon.....	331 00
Emily.....	277 00
Fenelon.....	289 00
Laxton, Digby and Longford.....	94 00
Mariposa.....	471 00
Ops.....	303 00
Somerville.....	232 00
Verulam.....	224 00
Total.....	\$2,467 00

34. COUNTY OF WATERLOO.

Dumfries, North.....	\$302 00
Waterloo.....	789 00
Wellesley.....	481 00
Wilmot.....	605 00
Woolwich.....	519 00
Total.....	\$2,696 00

35. COUNTY OF WELLAND.

Bertie.....	\$507 00
Crowland.....	124 00
Humberstone.....	357 00
Pelham.....	278 00
Stamford.....	231 00
Thorold.....	246 00
Wainfleet.....	308 00
Willoughby.....	116 00
Total.....	\$2,167 00

36. COUNTY OF WELLINGTON.

Arthur.....	\$310 00
Eramosa.....	342 00
Erin.....	450 00
Garafraxa, West.....	386 00
Guelph.....	273 00
Luther, West.....	254 00
Maryborough.....	385 00
Minto.....	399 00
Nichol.....	216 00
Peel.....	488 00
Pilkington.....	175 00
Puslinch.....	418 00
Total.....	\$4,046 00

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES.

37. COUNTY OF WENTWORTH.

<i>Municipalities.</i>	<i>Apportionment.</i>
Ancaster	\$490 00
Barton	428 00
Beverley	548 00
Binbrook	187 00
Flamborough, East	314 00
“ West	345 00
Glanford	189 00
Saltfleet	316 00
Total	\$2,817 00

38. COUNTY OF YORK.

Etobicoke	\$434 00
Georgina	209 00
Gwillimbury, East	399 00
“ North	189 00

COUNTY OF YORK.

<i>Municipalities.</i>	<i>Apportionment.</i>
King	632 00
Markham	628 00
Scarborough	459 00
Vaughan	567 00
Whitchurch	464 00
York	989 00
Total	\$4,970 00

39. DISTRICTS.

Algoma	} Including separate schools, but not towns and villages named in the list.	\$2,000 00
Muskoka		1,500 00
Nipissing		600 00
Parry Sound		1,500 00
Total		\$5,600 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1895, PAYABLE THROUGH THIS DEPARTMENT.

<i>School Sections.</i>	<i>Apportionment.</i>
Adjala	10 \$20 00
Alfred	3 19 00
“	6 25 00
“ ..7 (with 8, Plantagenet, South)	11 00
“	7 32 00
“	8 33 00
“	9 30 00
“	10 83 00
“	11 26 00
“	12 34 00
“	13 28 00
“	14 13 00
Admaston	4 25 00
Anderdon	3 and 4 23 00
Artemesia	6 13 00
Arthur	6 34 00
“	10 24 00
Ashfield	2 47 00
Asphodel	4 22 00
Augusta	15 27 00
Biddulph	6 23 00
“	9 (with 1, McGillivray) 6 00
Bonfield, 1A, 1B, 2, 4 (District of Nipissing)	
Brant	2 8 00
Brighton	1 (15) 8 00
Bromley	4 20 00
“	6 17 00
Brougham	1 16 00
Burgess, North	2 29 00
“	4 15 00
“	6 15 00
Caledonia	3, 4 and 10 24 00
“	6 15 00
“	12 48 00
Cambridge	3 23 00
“	4 35 00
“	5 31 00
“	6 and 7 47 00

<i>School Sections.</i>	<i>Apportionment.</i>
Carrick	1 44 00
“	U 1 77 00
“	2 19 00
“	U 2 13 00
“	14 85 00
Charlottenburg	15 24 00
Clarence	5 73 00
“	6 79 00
“	8 44 00
“	11 33 00
“	12 31 00
“	13 29 00
“	14 33 00
“	16 19 00
“	19 15 00
“	20 21 00
Cornwall	1 22 00
“	16 64 00
Crosby, North	4 56 00
“	7 6 00
Culross	U 1 61 00
“	U 2 25 00
Cumberland	10 17 00
“	11 15 00
“	13 27 00
“	14 33 00
Downie	9 34 00
Edwardsburg	2 14 00
Ellice	7 24 00
Ferris	2 (District of Nipissing)
Finch	5 40 00
Flamborough, West	2 12 00
Greenock	3 (with 2, Brant) 78 00
Glenelg	5 19 00
“	7 21 00
Gloucester	1 (with 3, Osgoode) 10 00
“	4, 5 and 12 11 00
“	14 31 00
“	15 53 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1895, PAYABLE
THROUGH THIS DEPARTMENT.

<i>School Sections.</i>	<i>Apportionment.</i>
Gloucester.....	20 26 00
".....	22 *To be apportion'd
".....	25 58 00
".....	26 *To be apportion'd
Hagarty.....	4 43 00
Haldimand.....	2 23 00
".....	14 12 00
".....	21 16 00
Harwich.....	9 29 00
Hawkesbury, East.....	2 59 00
".....	4 16 00
".....	6 24 00
".....	7 90 00
".....	10 45 00
".....	11 36 00
".....	12 17 00
".....	15 25 00
".....	16 9 00
Hawkesbury, West.....	4 110 00
Hay.....	1 35 00
Hibbert.....	(1) 3 20 00
Howe Island.....	1 *To be apportion'd
".....	2 " "
".....	3 " "
Holland, etc.....	3 16 00
Hullet.....	2 9 00
Keewatin.....1 (see District of Algoma)	
Kingston.....	8 20 00
Kitley.....	7 2 00
Lancaster.....	14 18 00
Lochiel.....	12A 23 00
".....	12B 72 00
Longueuil, West.....	2 16 00
".....	4A 16 00
".....	4B 17 00
".....	7 29 00
Loughboro'.....	2 15 00
".....	10 11 00
Maidstone.....1 (to be apportioned)	
".....4 (with 2 Rochester)	15 00
Malden.....	3A 31 00
".....	3B 28 00
Mara.....	3 52 00
March.....	3 24 00
Marmora and Lake.....	1 9 00
Matawatchan.....	3 19 00
Mattawa.....1 (see Mattawa Town)	
McKim.....1 (see District of Nipissing)	
Moore.....3, 4 and 5	14 00
Mornington.....	4 46 00
McGillivray.....1 (with 9 Biddulph)	5 00
McKillop.....	1 26 00
Nepean.....	7 18 00
".....	15 37 00
".....	1 28 00
Nichol.....	5 21 00
Normanby.....	10 10 00
".....	1 11 00
Osgoode.....	2 (15) 28 00
".....3 (with 1, Gloucester)	11 00
".....10	7 00
Otonabee.....	
Papineau.....1 (see District of Nipissing)	
".....2B " "	
Peel.....	8 6 00

<i>School Sections.</i>	<i>Apportionment.</i>
Peel.....	12 28 00
Percy.....	5 9 00
".....12 (with 12 Seymour)	3 00
Plantagenet, North.....	4 17 00
".....	7 23 00
".....	9 34 00
".....	12 20 00
".....	15 15 00
".....South.....	7 46 00
".....7, (with 6 Caledonia)	13 00
".....	8 35 00
".....8 (with 7 Alfred)	10 00
Proton.....	6 31 00
Raleigh.....	4 19 00
".....	5 21 00
".....	6 29 00
Richmond.....10 and 17	16 00
Rochester.....2 (with 4 Maidstone)	18 00
Roxboro'.....	12 42 00
".....	16 24 00
Russell.....	1 12 00
".....	4 14 00
".....	6 67 00
".....	7 26 00
".....	8 41 00
Sandwich, East.....	1 40 00
Seymour.....12 (with 12 Percy)	4 00
Sheffield.....	5 17 00
Sombra.....	5 41 00
Stamford.....	7 17 00
Stafford.....	2 31 00
Stephen.....	6 32 00
Springer.....1 (see District Nipissing)	
".....2 " "	
Sydenham.....	7 7 00
Tiny.....	2 90 00
Toronto Gore.....	6 21 00
Tyendinaga.....	18 17 00
".....	20 30 00
".....	24 22 00
".....	28 11 00
".....	30 13 00
Vespra.....	7 5 00
Waterloo.....	13 74 00
Wawanosh, West.....	1 21 00
Wellesley.....	5 24 00
".....9 and 10	30 00
".....	11 75 00
".....	12 11 00
".....	13 11 00
Westminster.....	13 11 00
Widdifield.....2 (see District of Nipissing)	
Williams, West.....	10 20 00
Wilmot.....15½	57 00
Winchester.....12 (with 1 Russell)	12 00
Windham.....	8 48 00
Wolfe Island.....	1 11 00
".....	2 18 00
".....	4 37 00
Woolwich.....	10 28 00
Yonge and Escott R....	4 8 00
York.....	1 40 00

Total.....\$5,200 00

* (New School, or report of attendance not received.)

APPORTIONMENT TO CITIES, ETC.

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Bath	53 00		53 00
Bayfield	83 00		83 00
Beamsville	101 00		101 00
Beaverton	101 00		101 00
Beeton	85 00		85 00
Belle River	68 00		68 00
Blyth	113 00		113 00
Bobcaygeon	104 00		104 00
Bolton	85 00		85 00
Bradford	112 00		112 00
Brighton	166 00		166 00
Brussels	148 00		148 00
Burk's Falls (including arrears)	200 00		200 00
Burlington	155 00		155 00
Caledonia	108 00		108 00
Campbellford	289 00		289 00
Cannington	145 00		145 00
Caidinal	123 00		123 00
Casselman	32 00	84 00	116 00
Cayuga	114 00		114 00
Chesley	184 00		184 00
Chesterville	93 00		93 00
Chippewa	70 00		70 00
Clifford	77 00		77 00
Colborne	122 00		122 00
Creemore	89 00		89 00
Delhi (including arrears)	192 00		192 00
Drayton	95 00		95 00
Dundalk	84 00		84 00
Dunnville	229 00		229 00
Dutton	106 00		106 00
East Toronto	145 00		145 00
Eganville	68 00	61 00	129 00
Elmira	124 00		124 00
Elora	135 00	22 00	157 00
Embro	77 00		77 00
Erin	64 00		64 00
Exeter	216 00		216 00
Penelon Falls	140 00		140 00
Fergus	184 00	14 00	198 00
Fort Erie	114 00		114 00
Garden Island	45 00		45 00
Georgetown	182 00		182 00
Glencoe	123 00		123 00
Grimsby	106 00		106 00
Hagersville	113 00		113 00
Hastings	32 00	56 00	88 00
Havelock	88 00		88 00
Hawkesbury	64 00	202 00	266 00
Hespeler	208 00		208 00
Hintonburgh	147 00	69 00	216 00
Holland Landing	52 00		52 00
Huntsville	154 00		154 00
Iroquois	140 00		140 00
Kemptville	154 00		154 00
Kingsville	154 00		154 00
Lakefield	157 00		157 00
Lanark	98 00		98 00
Lancaster	68 00		68 00
L'Orignal	122 00	26 00	148 00
London, West	242 00		242 00
Lucan	105 00		105 00
Lucknow	140 00		140 00
Madoc	127 00		127 00
Markdale	89 00		89 00

APPORTIONMENT TO CITIES, ETC.

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Markham	134 00		134 00
Maxville	68 00		68 00
Merrickville	128 00		128 00
Merritton	154 00	55 00	209 00
Milbrook	116 00		116 00
Milverton	76 00		76 00
Morrisburg	204 00		204 00
Newboro'	51 00		51 00
Newburg	72 00		72 00
Newbury	55 00		55 00
Newcastle	79 00		79 00
New Hamburg	142 00		142 00
Niagara Falls, South	161 00		161 00
Norwich	148 00		148 00
Norwood	129 00		129 00
Oil Springs	133 00		133 00
Omeme	75 00		75 00
Ottawa, East	85 00		85 00
Paisley	135 00		135 00
Point Edward	173 00		173 00
Portsmouth	73 00	30 00	103 00
Port Colborne	116 00	27 00	143 00
Port Dalhousie	116 00	(in P.S. gn't)	116 00
Port Dover	124 00		124 00
Port Elgin	202 00		202 00
Port Perry	189 00		189 00
Port Rowan	73 00		73 00
Port Stanley	76 00		76 00
Preston	194 00	37 00	231 00
Richmond	47 00		47 00
Richmond Hill	86 00		86 00
Rockland	27 00	135 00	162 00
Shelburne	167 00		167 00
Southampton	169 00		169 00
Springfield	52 00		52 00
Stirling	96 00		96 00
Stouffville	148 00		148 00
Streetsville	82 00		82 00
Sundridge	112 00		112 00
Sutton	79 00		79 00
Tara	90 00		90 00
Teeswater	143 00		143 00
Thamesville	100 00		100 00
Thedford	70 00		70 00
Tilbury Centre	66 00	55 00	121 00
Tiverton	53 00		53 00
Tottenham	69 00		69 00
Tweed	81 00	27 00	108 00
Vienna	45 00		45 00
Wallaceburg	218 00	42 00	260 00
Wardsville	53 00		53 00
Waterdown	87 00		87 00
Waterford	138 00		138 00
Watford	154 00		154 00
Wellington	61 00		61 00
Weston	128 00	26 00	154 00
Winchester	118 00		118 00
Woodbridge	99 00		99 00
Woodville	73 00		73 00
Wyoming	94 00		94 00
Wroxeter	59 00		59 00
Total	15,814 00	1,345 00	17,159 00

APPORTIONMENT TO CITIES, ETC.

Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Bath	53 00		53 00
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Beamsville	101 00		101 00
Beaverton	101 00		101 00
Beeton	85 00		85 00
Belle River	68 00		68 00
Blyth	113 00		113 00
Bobcaygeon	104 00		104 00
Bolton	85 00		85 00
Bradford	112 00		112 00
Brighton	166 00		166 00
Brussels	148 00		148 00
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Burlington	155 00		155 00
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Campbellford	289 00		289 00
Cannington	145 00		145 00
Cardinal	123 00		123 00
Casselman	32 00	84 00	116 00
Cayuga	114 00		114 00
Chesley	184 00		184 00
Chesterville	93 00		93 00
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Colborne	122 00		122 00
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Dundalk	84 00		84 00
Dunnville	229 00		229 00
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Elmira	124 00		124 00
Elora	135 00	22 00	157 00
Embro	77 00		77 00
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Exeter	216 00		216 00
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Fergus	184 00	14 00	198 00
Fort Erie	114 00		114 00
Garden Island	45 00		45 00
Georgetown	182 00		182 00
Glencoe	123 00		123 00
Grimsbv	106 00		106 00
Hagersville	113 00		113 00
Hastings	32 00	56 00	88 00
Havelock	88 00		88 00
Hawkesbury	64 00	202 00	266 00
Hespeler	208 00		208 00
Hintonburgh	147 00	69 00	216 00
Holland Landing	52 00		52 00
Huntsville	154 00		154 00
Iroquois	140 00		140 00
Kemptville	154 00		154 00
Kingsville	154 00		154 00
Lakefield	157 00		157 00
Lanark	98 00		98 00
Lancaster	68 00		68 00
L'Original	122 00	26 00	148 00
London, West	242 00		242 00
Lucan	105 00		105 00
Lucknow	140 00		140 00
Madoc	127 00		127 00
Markdale	89 00		89 00

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Incorporated Villages.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
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Milbrook	116 00		116 00
Milverton	76 00		76 00
Morrisburg	204 00		204 00
Newboro'	51 00		51 00
Newburg	72 00		72 00
Newbury	55 00		55 00
Newcastle	79 00		79 00
New Hamburg	142 00		142 00
Niagara Falls, South	161 00		161 00
Norwich	148 00		148 00
Norwood	129 00		129 00
Oil Springs	133 00		133 00
Omeme	75 00		75 00
Ottawa, East	85 00		85 00
Paisley	135 00		135 00
Point Edward	173 00		173 00
Portsmouth	73 00	30 00	103 00
Port Colborne	116 00	27 00	143 00
Port Dalhousie	116 00	(in P.S. gn't)	116 00
Port Dover	124 00		124 00
Port Elgin	202 00		202 00
Port Perry	189 00		189 00
Port Rowan	73 00		73 00
Port Stanley	76 00		76 00
Preston	194 00	37 00	231 00
Richmond	47 00		47 00
Richmond Hill	86 00		86 00
Rockland	27 00	135 00	162 00
Shelburne	167 00		167 00
Southampton	169 00		169 00
Springfield	52 00		52 00
Stirling	96 00		96 00
Stouffville	148 00		148 00
Streetsville	82 00		82 00
Sundridge	112 00		112 00
Sutton	79 00		79 00
Tara	90 00		90 00
Teeswater	143 00		143 00
Thamesville	100 00		100 00
Thedford	70 00		70 00
Tilbury Centre	66 00	55 00	121 00
Tiverton	53 00		53 00
Tottenham	69 00		69 00
Tweed	81 00	27 00	108 00
Vienna	45 00		45 00
Wallaceburg	218 00	42 00	260 00
Wardensville	53 00		53 00
Waterdown	87 00		87 00
Waterford	138 00		138 00
Watford	154 00		154 00
Wellington	61 00		61 00
Weston	128 00	26 00	154 00
Winchester	118 00		118 00
Woodbridge	99 00		99 00
Woodville	73 00		73 00
Wyoming	94 00		94 00
Wroxeter	59 00		59 00
Total	15,814 00	1,345 00	17,159 00

SUMMARY OF APPORTIONMENT FOR 1895.

Counties.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
1. Brant ..	1,814 00		1,814 00
2. Bruce ..	4,502 00	410 00	4,912 00
3. Carleton ..	2,833 00	318 00	3,151 00
4. Dufferin ..	2,390 00		2,390 00
5. Elgin ..	3,123 00		3,123 00
6. Essex ..	3,811 00	155 00	3,966 00
7. Frontenac ..	2,550 00	112 00	2,662 00
8. Grey ..	6,424 00	138 00	6,562 00
9. Haldimand ..	2,165 00		2,165 00
10. Haliburton ..	727 00		727 00
11. Halton ..	1,604 00		1,604 00
12. Hastings ..	4,110 00	102 00	4,212 00
13. Huron ..	5,497 00	170 00	5,667 00
14. Kent ..	3,951 00	98 00	4,049 00
15. Lambton ..	4,123 00	55 00	4,178 00
16. Lanark ..	2,369 00	59 00	2,428 00
17. Leeds and Grenville ..	4,232 00	113 00	4,345 00
18. Lennox and Addington ..	2,110 00	33 00	2,143 00
19. Lincoln ..	1,713 00		1,713 00
20. Middlesex ..	5,484 00	65 00	5,549 00
21. Norfolk ..	2,523 00	48 00	2,571 00
22. Northumberland and Durham ..	5,493 00	75 00	5,568 00
23. Ontario ..	3,564 00	52 00	3,616 00
24. Oxford ..	3,728 00		3,728 00
25. Peel ..	2,110 00	21 00	2,131 00
26. Perth ..	3,569 00	124 00	3,693 00
27. Peterborough ..	2,257 00	29 00	2,286 00
28. Prescott and Russell ..	2,150 00	1,908 00	4,058 00
29. Prince Edward ..	1,716 00		1,716 00
30. Renfrew ..	3,666 00	171 00	3,837 00
31. Simcoe ..	6,102 00	115 00	6,217 00
32. Stormont, Dundas and Glengarry ..	5,541 00	341 00	5,882 00
33. Victoria ..	2,467 00		2,467 00
34. Waterloo ..	2,696 00	299 00	2,995 00
35. Welland ..	2,167 00	17 00	2,184 00
36. Wellington ..	4,046 00	120 00	4,166 00
37. Wentworth ..	2,817 00	12 00	2,829 00
38. York ..	4,970 00	40 00	5,010 00
39. Districts—			
(a) Algoma	2,000 00	Separate Schools included in P. S. grant.	2,000 00
(b) Muskoka	1,500 00		1,500 00
(c) Nipissing	600 00		600 00
(d) Parry Sound ..	1,500 00		1,500 00
Exclusive of towns and villages appearing else- where in this list.			
Total ..	132,714 00	5,200 00	137,953 00
* GRAND TOTALS.			
COUNTIES AND DISTRICTS ..	132,714 00	5,200 00	137,914 00
CITIES ..	40,438 00	9,238 00	49,676 00
TOWNS ..	31,970 00	4,374 00	36,344 00
VILLAGES ..	15,814 00	1,345 00	17,159 00
TOTALS ..	220,936 00	20,157 00	241,093 00

APPENDIX C.—PROVINCIAL NORMAL AND MODEL SCHOOLS

1. TORONTO NORMAL SCHOOL.

1. *Staff of Toronto Normal School, 1895.*

Thomas Kirkland, M.A.	Principal.
Wm. Scott, B.A.	Vice-Principal.
A. C. Casselman.	Drawing Master, and in Model School.
S. H. Preston	Music “ “
Eugene Masson	French Teacher.
Sergt. T. Parr	Drill and Calisthenics.

2. *Students in Toronto Normal School, 1895.*

	Admitted.	
	Male.	Female.
First Session	31	89
Second Session	35	88
Total	66	177

2. OTTAWA NORMAL SCHOOL.

1. *Staff of Ottawa Normal School, 1895.*

John A. MacCabe, LL.D.	Principal.
S. B. Sinclair, B.A.	Vice-Principal.
T. H. McGuirl, B.A.	Drawing Master, and in Model School.
W. G. Workman	Music “ “
H. McMeekin.	Teacher of Elocution.
J. Fleury.	French Teacher.
E. B. Cope	Clerk and Accountant, also Drill and Calis- thenics Master, and in Model School.

2. *Students in Ottawa Normal School, 1895.*

	Admitted.	
	Male.	Female.
First Session	39	50
Second Session	52	58
Total	91	108

3. **TORONTO MODEL SCHOOL.**

1. *Staff of Toronto Model School, 1895.*

Angus McIntosh	Head Master, Boys' Model School.	
R. W. Murray	First Assistant	"
Thomas M. Porter	Second	"
Miss Jeannie Wood	Third	"
" Sarah M. Ross	Fourth	"
" Margaret T. Scott	Head Mistress, Girls' Model School.	
" May K. Caulfeild	First Assistant	"
" M. Meehan	Second	"
" Alice Stuart	Third	"
" O. F. Sutherland	Fourth	"
" Mary E. Macintyre	Kindergarten Teacher.	
" Ellen Cody	Assistant	"

2. *Number of Pupils, 1895.*

Boys, 246	Girls, 244	Total, 490
Kindergarten		Total, 34

4. OTTAWA MODEL SCHOOL.

1. *Staff of Ottawa Model School.*

Edwin D. Parlow	Head Master, Boys' Model School.	
William Brick	First Assistant	"
J. H. Putnam	Second	"
Miss H. S. Williams	Third	"
" Adeline Shenick	Head Mistress, Girls' Model School	
" Mary G. Joyce	First Assistant	"
" M. E. Butterworth	Second	"
" Florence Harrington	Third	"
" Eliza Bolton	Kindergarten Teacher.	

2. *Number of Pupils, 1895.*

Boys, 133	Girls, 99	Total, 232
Kindergarten		Total, 45

APPENDIX D.—County Model Schools.

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes daily to Model School work during the term.	No. of assistants with 1st class certificates.	" " 2nd	" " 3rd	" " other	What time daily did the assistant relieve the Principal from public work.	Is separate room provided?	Is there a professional library?	Amount of Municipal grant.	Received from fees.	No. of divisions in school.	No. of divisions used for Model School purposes.	No. of pupils sent at one time to a division to observe or teach.	Length of time students are trained before being sent to the divisions to observe.	Length of time students are trained before being sent to the divisions to teach.
1 Athens	George Sharman	I.	725	1888	all day	...	3	1	1	all day	yes	1—20	150	220	4	4	11	6 w	6 w
2 Barrie	W. J. Hallett	I.	900	1893	"	...	7	1	...	"	"	1—48	150	140	8	8	4	6 w	6 w
3 Beamsville	R. J. Brown	I.	600	1893	"	...	3	1	...	"	"	1—40	150	55	4	4	3	6 w	6 w
4 Berlin	J. Suddaby	I.	1,150	1877	"	...	8	3	...	"	"	1—24	150	80	11	10	4	6 w	6 w
5 Bracebridge	G. H. O. Thomas	I.	650	1885	"	...	2	4	...	"	"	1—150	150	90	8	7	5	6 w	7 w
6 Bradford	J. D. Dedman	I.	750	1888	"	...	4	...	...	"	"	1—20	150	142	4	4	11	6 w	6 w
7 Brampton	A. Barber	I.	800	1895	"	...	10	...	...	"	"	1—20	150	115	11	11	5	6 w	8 w
8 Brantford	W. Wilkinson	M.A.	1,100	1872	"	2	15	...	...	"	"	1—225	150	90	17	17	6	6 w	6 w
9 Caledonia	A. B. Shantz	I.	650	1895	"	...	19	7	...	"	"	1—63	150	220	8	8	9	8 w	8 w
10 Chatham	T. C. Smith	I.	850	1884	"	1	8	...	...	"	"	1—20	150	155	27	20	3	7 w	7 w
11 Clinton	W. R. Lough	I.	825	1884	"	...	7	3	...	"	"	1—25	150	220	11	11	8	6 w	6 w
12 Coburg	W. J. Hamilton	I.	700	1895	"	1	6	7	...	"	"	1—16	150	117	13	13	3	6 w	6 w
13 Collingwood	E. Ward	I.	950	1881	"	...	7	2	1	"	"	1—16	150	160	11	8	4	6 w	6 w
14 Cornwall	J. Connolly	I.	900	1892	"	...	6	3	2	"	"	1—20	150	130	6	6	9	5 w	7 w
15 Durham	T. Allan	I.	675	1868	"	...	4	...	...	"	"	1—24	150	140	4	4	8	7 w	7 w
16 Elora	L. K. Falis	I.	650	1894	"	...	4	...	...	"	"	1—16	150	105	6	6	4	6 w	6 w
17 Forest	R. Campbell	I.	700	1894	"	1	4	...	1	"	"	1—14	150	185	8	8	17	4 w	8 w
18 Galt	J. Alexander	I.	1,000	1875	"	1	5	6	...	"	"	1—16	150	90	11	8	3	6 w	8 w
19 Gananoque	S. C. Linklater	I.	1,000	1888	"	...	10	2	...	"	"	1—550	150	170	12	10	4	6 w	6 w
20 Goderich	J. P. Elliott	M.A.	900	1894	"	20	77	3	2	"	"	1—30	150	250	12	100	4	6 w	6 w
21 Hamilton	W. H. Elliott	B.A.	1,200	1893	"	...	8	2	2	"	"	1—16	150	90	13	10	4	6 w	6 w
22 Ingersoll	H. F. McDiarmid	I.	900	1885	"	...	5	3	...	"	"	1—145	150	120	27	25	3	6 w	6 w
23 Kincardine	F. C. Powell	I.	850	1877	"	...	5	3	1	"	"	1—17	150	175	10	24	3	6 w	8 w
24 Kingston	R. K. Rowe	I.	1,100	1885	"	3	18	...	...	"	"	1—30	150	190	18	10	3	4 w	7 w
25 Lindsay	G. E. Broderick	I.	1,000	1888	"	...	91	...	...	"	"	no	150	260	10	18	5	6 w	7 w
26 London	R. M. Graham	I.	1,050	1891	"	...	4	...	...	"	"	1—16	150	215	5	5	9	5 w	7 w
27 Madoc	J. R. Brown	I.	700	1894	"	...	4	3	...	"	no	1—16	150	215	5	5	9	5 w	7 w
28 Meaford	A. A. Jordan	I.	725	1890	"	1	4	3	...	"	yes	1—16	150	45	8	8	3	6 w	7 w

29 Milton	W. F. Inman	I.	1893	"	1	1	155	155	6	7	6 w
30 Minden	J. W. English	II.	1894	"	2	1	150	150	6	6	6 w
31 Mitchell	C. M. French	I.	1893	"	6	1	150	180	7	4	6 w
32 Mount Forest	S. B. Westervelt	II.	1877	"	5	3	150	187	7	5	6 w
33 Morrisburg	W. B. Kayler	I.	1892	"	5	2	150	145	8	5	6 w
34 Napanee	J. Bowernian	II.	1879	"	4	1	150	110	7	6	6 w
35 Newmarket	W. Ranne	I.	1877	"	5	1	150	160	6	5	6 w
36 Newmarket	F. E. Perney	I.	1893	"	4	1	150	230	5	9	5 w
37 Norwood	M. N. Armstrong	I.	1884	"	10	3	150	165	10	4	6 w
38 Orangeville	T. A. Reid	I.	1894	"	4	2	150	140	13	3	6 w
39 Owen Sound	R. J. Anderson	II.	1895	"	5	2	150	105	8	5	6 w
39 Parry Sound	M. M. Jacques	I.	1884	"	7	1	150	150	9	6	6 w
40 Perth	R. F. Greenlees	I.	1886	"	2	1	150	148	8	4	6 w
41 Picton	D. Chenay	I.	1885	"	12	3	150	115	15	15	6 w
42 *Plantagenet	F. Wood	I.	1887	"	3	2	150	115	6	4	6 w
43 Port Hope	A. M. Rae	I.	1881	"	5	2	150	95	6	3	6 w
44 Port Perry	C. Macpherson	I.	1891	"	1	1	150	185	7	6	6 w
45 Prescott	E. N. Jory	I.	1895	"	3	2	150	165	3	25	5 w
46 Renfrew	T. W. Shine	I.	1876	"	8	1	150	165	8	4	6 w
47 Richmond	N. M. Campbell	I.	1877	"	8	1	150	110	9	9	6 w
48 St. Thomas	A. Wark	I.	1889	"	22	2	150	185	8	5	6 w
49 Sarnia	J. S. Rowat	I.	1887	"	8	1	150	300	24	3	6 w
50 Simcoe	J. R. Stuart	I.	1882	"	8	1	150	210	9	5	6 w
51 Stratford	T. Dunsmore	I.	1888	"	10	1	150	225	10	5	6 w
52 Strathroy	Clark, L. J.	I.	1886	"	9	4	150	120	4	6	6 w
53 Toronto	W. Wilson	I.	1875	"	4	4	150	140	9	3	6 w
54 Toronto Junction	E. T. Hodge	I.	1892	"	5	4	150	90	7	18	6 w
55 Vankeekhill	E. J. Rowlands	I.	1893	"	3	1	150	143	7	5	6 w
56 Walkerton	S. C. Woodworth	I.	1890	"	3	1	150	80	8	4	7 w
57 Welland	J. A. Brown	I.	1877	"	8	1	150	110	30	2	6 w
58 Whitby	G. W. Chisholm	I.	1895	"	1	20	150	110	30	2	6 w
59 Windsor	S. Nethercott	I.	1893	"	1	20	150	110	30	2	6 w
60 Woodstock	S. Nethercott	I.	1893	"	1	20	150	110	30	2	6 w
Total		2 M.A. 1 B.A. 53 I. 4 II.	844 Av.	45	542	89	13	9,000	8207	57— 2,928	53 Av. 61 Av.

* French training school.

APPENDIX D.

Name of Model School.	Name of Principal.	During how many weeks do students teach in the divisions?	How many hours per day?	Total number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of such lessons.	How long does a student remain in a division before passing to another?	No. of students on roll.	Male.		No. who passed final examination.		No. with Senior leaving certificates.	Junior	Primary	District	Allowance made by trustees to Principal's assistant.	Were any unauthorized text-books used?	Average age of students.	
										Female.	Male.	Male.	Female.								Total.
1 Athens	George Sharman	8 w	2 1/2	10	16	90	20 m	1 w	44	17	27	16	27	43	2	12	29	\$	120	no	19
2 Barrie	W. J. Hallett	7 w	1 1/2	22	20	25	16 m	1 w	29	18	11	18	11	29	...	5	17	7	125	"	20
3 Beamsville	R. J. Brown	5 w	1	10	20	20	20 m	1 w	11	29	6	4	5	9	...	5	17	7	200	"	19
4 Berlin	J. Suddaby	7 w	1 1/2	18	28	24	25 m	1 w	16	16	4	2	9	11	2	6	8	...	15	"	18
5 Bracebridge	G. H. O. Thomas	5 w	3	18	20	24	12 m	2 d	21	4	17	4	17	21	...	2	8	...	150	"	18
6 Bradford	J. D. Dedman	7 w	1 1/2	10	16	45	20 m	9 d	29	13	16	13	16	29	2	8	14	7	100	"	19
7 Brampton	A. Barber	6 w	1 1/2	22	30	27	20 m	1 d	24	8	16	8	16	24	2	17	4	140	"	19	
8 Brantford	W. Wilkinson, M.A.	8 w	2 1/2	20	23	21	20 m	1 d	18	5	13	8	13	...	3	8	7	...	...	18
9 Caledonia	A. B. Shantz	6 w	2 1/2	11	16	48	20 m	1 w	33	13	20	...	...	...	1	7	25	140	"	18
10 Chatham	T. C. Smith	4 w	1	45	20	27	20 m	1 d	55	15	40	15	40	55	8	30	22	175	"	19	
11 Clinton	W. R. Lough	6 w	2	18	20	32	20 m	3 d	31	13	18	13	18	31	3	22	17	100	"	19	
12 Cobourg	W. J. Hamilton	7 w	2	26	12	20	30 m	2 d	44	27	17	24	16	40	4	21	19	100	"	19	
13 Collingwood	E. Ward	6 w	1	20	17	20	20 m	1 w	23	11	12	11	12	23	1	8	12	150	"	19	
14 Cornwall	J. Connolly	6 w	1	16	18	36	20 m	1 w	32	9	23	9	23	32	1	7	24	145	"	19	
15 Durham	T. Allan	6 w	1 1/2	12	20	40	20 m	1 w	26	9	17	7	12	19	8	18	...	125	"	19	
16 Elora	L. K. Fallis	6 w	1 1/2	13	12	28	20 m	1 w	31	13	18	12	15	27	3	5	16	140	"	18	
17 Forest	J. Campbell	6 w	1 1/2	16	18	24	20 m	1 w	21	10	11	10	9	19	2	5	16	140	"	18	
18 Galt	R. Alexander	5 w	2 1/2	20	23	43	20 m	3 d	37	15	22	9	19	28	3	15	19	150	"	19	
19 Gananoque	J. C. Linklater	5 w	1 1/2	18	20	20	20 m	4 d	18	6	12	6	11	17	1	2	15	150	"	19	
20 Goderich	S. P. Halls	5 w	1 1/2	22	22	22	20 m	4 d	34	17	17	17	17	34	2	17	15	150	"	19	
21 Hamilton	W. H. Elliott	7 w	1	100	17	8	20 m	4 d	50	18	32	16	32	48	9	28	13	...	...	18
22 Ingersoll	H. F. McDiarmid	6 w	1 1/2	14	20	23	20 m	1 w	18	8	10	7	10	17	2	10	8	...	...	19
23 Kincardine	F. C. Powell	7 w	1 1/2	25	20	24	20 m	3 d	18	11	11	11	10	21	2	9	13	140	"	20	
24 Kingston	R. K. Rowe	6 w	1	24	12	17	20 m	1 w	35	10	25	24	7	31	1	6	12	17	160	"	19
25 Lindsay	G. E. Broderick	5 w	40	40	20	20	20 m	2 d	36	14	24	12	22	34	1	10	27	250	"	19	
26 London	R. M. Graham	7 w	1 1/2	15	20	78	20 m	2 d	52	24	28	24	28	52	5	20	27	250	"	19	
27 Madoc	J. R. Brown	6 w	1	12	13	38	20 m	1 w	43	16	27	14	25	39	...	15	20	8	140	yes	19
28 Meaford	A. A. Jordan	5 w	1 1/2	13	20	14	25 m	2 d	9	2	7	2	7	9	...	3	6	...	208	no	19

	1 1/2	19	22	36	1 w	31	15	16	12	14	26	2	10	19	no	19
29 Milton	6 w	1 1/2	19	22	36	20 m	1 w	31	15	16	12	14	26	2	10	19
30 Minden	6 w	1	10	21	25	18 m	1 w	12	2	10	2	10	12	7	16	75
31 Mitchell	6 w	1	18	18	52	20 m	4 d	26	9	17	9	17	26	3	140	19
32 Mount Forest	6 w	1	22	18	33	22 m	2 d	41	22	17	18	17	35	2	31	185
33 Morrisburg	6 w	1 1/2	21	20	33	20 m	1 w	35	15	20	9	17	26	2	28	150
34 Napawan	6 w	1	14	18	27	30 m	3 d	27	18	17	17	30	26	1	13	200
35 Newmarket	6 w	3	12	23	54	25 m	1 w	32	13	19	12	30	30	1	8	200
36 Norwood	7 w	1 1/2	12	15	57	20 m	4 d	46	20	26	16	24	40	7	18	175
37 Orangeville	6 w	1 1/2	21	14	23	22 m	1 w	34	15	19	15	19	40	1	19	140
38 Owen Sound	4 w	1 1/2	18	14	28	22 m	2 d	28	13	15	11	14	25	3	7	115
39 Parry Sound	7 w	1 1/2	11	18	54	20 m	4 d	21	6	15	21	24	2	1	18	18
40 Perth	7 w	1 1/2	15	16	37	25 m	2 d	31	13	30	13	29	42	3	16	140
41 Picton	4 w	2	16	6	7	25 m	4 d	31	15	16	15	16	31	3	25	135
42 *Plantagenet	7 w	1 1/2	15	18	37	25 m	2 d	44	10	34	9	23	32	3	5	32
43 Port Hope	8 w	1 1/2	18	20	25	20 m	1 w	23	13	10	12	10	22	3	15	140
44 Port Perry	5 w	1 1/2	12	20	28	20 m	3 d	19	4	15	4	15	19	9	10	150
45 Prescott	6 w	2	14	20	38	25 m	3 d	19	4	15	4	15	19	9	10	150
46 Renfrew	7 w	1 1/2	7	14	42	20 m	1 w	37	31	6	6	31	37	1	5	31
47 Richmond	6 w	3	17	30	107	20 m	1 d	25	25	5	5	20	25	2	3	20
48 St. Thomas	6 w	1 1/2	9	22	80	20 m	2 d	33	20	13	17	13	30	4	14	15
49 Sarnia	6 w	1 1/2	26	24	20	20 m	4 d	22	2	20	2	20	22	1	5	16
50 Simcoe	5 w	1 1/2	12	20	62	15 m	3 d	37	16	21	16	21	37	4	37	160
51 Stratford	7 w	1 1/2	24	25	42	20 m	3 d	61	29	32	29	32	61	2	21	175
52 Strathroy	6 w	2	40	28	42	20 m	3 d	43	25	18	25	18	43	2	20	1050
53 Toronto	12 w	2	24	45	12	60 m	3 d	37	2	35	2	35	34	1	23	13
54 Vankeekhill	6 w	1	120	18	62	20 m	3 d	45	16	29	16	29	45	6	13	26
55 Vankleekhill	6 w	2	13	15	30	12 m	4 d	24	7	17	16	17	23	3	8	10
56 Walkerton	6 w	3	19	20	28	20 m	3 d	28	11	17	11	17	28	3	14	14
57 Welland	5 w	1 1/2	14	20	25	20 m	1 w	18	7	11	7	11	18	3	7	8
58 Whitby	6 w	2 1/2	17	22	37	20 m	4 d	29	11	18	9	17	26	9	20	150
59 Windsor	8 w	2	15	30	2	20 m	4 d	16	5	11	5	11	16	1	4	11
60 Woodstock	5 w	3	16	21	29	20 m	4 d	22	6	16	6	16	22	5	9	8
Total	6 w Av.	1 1/2 h. Av.	21 Av.	34 Av.	21 m Av.	1834	743	1091	632	1012	1644	118	599	923	166	19 Av.

* French training school.

APPENDIX E.—TEACHERS' INSTITUTES.

I.—ONTARIO EDUCATIONAL ASSOCIATION.

Extract from proceedings of Convention held in the Public Hall of the Education Department, Toronto, on the 16th, 17th, 18th and 19th days of April, 1895.

MINUTES OF THE GENERAL ASSOCIATION.

The Committee assembled on Tuesday, 16th April, 1895, Hon. Dr. Ross, Chairman.

COLLEGE AND HIGH SCHOOL DEPARTMENT.

Resolved, that the College and High School Department recognizes the Historical Association as an integral part of this Department.

Resolved, that the Commercial Section just organized be recognized as an integral part of the College and High School Department of the Ontario Educational Association.

Resolved, that the Minister of Education be requested to take such steps as he may deem necessary to distribute amongst the Members of the Legislature, City and Town Councils and Boards of Education, copies of the paper by Dr. Burwash on the Economics of Education.

Resolved, that while recognizing the importance of physical training in the High Schools, this Department is of the opinion that the time allotted to this subject, and the character of the exercise, should be left to the discretion of the Principals.

Resolved, that we reaffirm the general principle of the establishment of a general course in the University of Toronto.

MODERN LANGUAGE ASSOCIATION.

Resolved, that, in the opinion of this Association, it is a matter of regret that any attempt should be made to remove English Grammar and Philology from our senior classes.

MATHEMATICAL AND PHYSICAL ASSOCIATION.

Resolved—1. That this Association expresses its dissatisfaction at the proposed new Curriculum as it affects the standard of mathematical work in our High Schools, and regrets that gentlemen who are actively engaged in mathematical work in our High Schools do not appear to have been consulted in the preparation of the proposed Curriculum.

2. That in the opinion of this Association, Arithmetic should be continued through Forms III. and IV. of the High School course, and papers set upon Junior and Senior Leaving Examinations.

3. That the tendency of the limitations in the syllabus which are placed on mathematical work is to lower the standard in this department.

For example :

(a) The repetition of the word "easy" in different parts of the mathematical Curriculum.

(b) The omission of the "sphere" in Mensuration, "annuities" in Arithmetic, and "cube root" in Algebra.

4. That the limit in Algebra for the Primary Examination should be extended so as to include simple simultaneous equations.

5. That the Junior Leaving Euclid should be extended to include part of Book IV. and that the Senior Leaving Euclid should include ratio and proportion, similar figures, theories of Ceva and Menelaus with applications, properties of triangles and quadrilaterals, harmonic properties of lines and circles, properties of two or more circles, poles and polars.

6. That the marks assigned in Mathematics are not proportionate to the importance of the subject.

7. That it is exceedingly desirable that a gentleman actively engaged in the teaching of Mathematics should be admitted, in an official way, to the Councils of the Education Department.

THE MINISTER'S REPLY TO CERTAIN PROPOSALS MADE BY THE PUBLIC SCHOOLS DEPARTMENT.

1. He acknowledged the desirability of extending the time for training students at the Normal Schools to one year, and led the Committee to infer that he would keep it in view.

2. He expressed his approval of the recommendation of two years' preliminary training for those aiming to be teachers, provided it could be practically carried out. He thought it possible that the granting of an interim certificate for that period, during which those holding such certificates should teach under competent supervision, would accomplish the end we had in view.

3. In regard to our Public Schools being subsidiary to our High Schools, he maintained that our system is organic, and that the Public Schools are in the best possible position for the proper training of the children that attend them, quite irrespective of any preparation that has to be made for High School work; that the best possible condition for entrance to the High School is the best possible condition for training in our Public Schools, and if there were no High Schools in the country, he would not think it necessary to change the course of study in the Public Schools, except to add some training on elementary science and more literary culture.

4. Increased legislative aid to Public Schools, he thought, would come best in the form of increased facilities for the professional training of teachers.

5. He expressed himself as favorable to granting to rural teachers, who wish it, the right to take holidays to attend the Annual Convention.

6. He considered that Public School teachers were fairly represented on the Boards that examine the papers of candidates at the High School Entrance and Public School Leaving Examinations, and he maintained the principle that the teachers receiving pupils as a result of examination should have a deciding voice in saying what their qualifications should be.

REPORT OF THE COMMITTEE OF THE WENTWORTH TEACHERS ASSOCIATION ON THE ENTRANCE EXAMINATION, 1894.

Arithmetic.

(a) That the paper should consist of ten questions, valued ten marks each.

(b) That the marks be apportioned as follows:—

1. To Technical Terms—ten per cent. of total marks.

2. To Accuracy of Integral and Fractional Operations—twenty per cent.

3. To Measurements—thirty per cent.

4. To Commercial Arithmetic—forty per cent.

- (c) That no choice of questions should be allowed—thus avoiding the explanatory note at the head of the paper.
- (d) That Examiners be directed to give full marks to questions answered to the nearest cent in Commercial Arithmetic.

Drawing.

- (a) That the free use of instruments in book work and at the examination be allowed.
- (b) That the paper should always contain a test of freehand drawing. The Committee was of opinion that the 1894 Drawing Paper might be taken as a model, were it not for the note at the head of it.

Grammar.

That marks be apportioned as follows :—

Analysis, 40 ; Parsing, 30 ; Inflection, 15 ; Correction of Errors.

Writing.

- (a) That there should be no questions on principles of writing until some well defined system of principles is authorized to be taught in our Public Schools.
- (b) That the paper of 1894 contains too much work for the time allowed.

Geography.

- (a) That in question 5 (a) the words, "and with Australia," be struck out.
- (b) That the paper should contain more work on Canada.
- (c) That it should contain a test of map-drawing.
- (d) That the language should be more definite, see questions 4 and 6.

History.

That the Committee strongly approves of the apportionment giving two-thirds of the marks to Canadian History.

Literature.

- (a) That question (4) in A be struck out.
- (b) That more care be exercised in the selection of the italicized portions.
- (c) That questions like (4) in B are desirable as long as too difficult work is avoided.
- (d) That at least fifteen marks should be allowed for memorization,

RECOMMENDATIONS OF THE COMMITTEE.

Arithmetic.

Resolved.—1. That the paper should consist of ten questions. Candidate to take any eight.

2. That 50 per cent. of the value of the paper should be for commercial work, the remaining marks to be allotted according to the opinion of the Examiner.

3. That C be not adopted.

4. That D be adopted.

Drawing.

Resolved.—That the suggestions on drawing be adopted.

Grammar.

Resolved.—That the grammar paper be left to the judgment of the Examiners, but that as much prominence be given to original work as possible.

Writing.

Resolved.—That the suggestions on writing be adopted.

Geography.

Resolved.—That (b), (c) and (d) be made general. That (a) be not adopted.

History.

Resolved.—Your Committee recommends that “at least” be added to suggestions.

Literature.

Resolved.—Your Committee cannot recommend (a) or (b) or (c), but would suggest that more than eight marks be given for memorizing.

The Resolutions of the Waterloo Teachers' Association recommending,—

1. That the Model and Normal School terms be extended to a year.
2. That candidates for the Model School hold at least a Junior Leaving Certificate.
3. That the amount given by the township to each school section be \$200 and \$100 for each assistant.
4. That the age of candidates for admission to the profession be no less than twenty-one, were introduced by Mr. Linton and Mr. Fraser, of Berlin, and, after full discussion on the last clause, were almost unanimously adopted.

The Resolution from the Toronto Teachers' Association, opposing the granting of Professional Certificates to teach in Public Schools to graduates of the School of Pedagogy who have not had a Normal School training, was carried unanimously.

COMMITTEE OF REGULATION.

Resolved.—1 Section 16, sub-sec. 4: Amend to read. “In no case shall the Principal of a High School be also the Principal of a Public School.”

Resolved.—2. We approve of the proposed plan:

- (a) Of making the Primary Course extend over two years.
- (b) Of adding to that course the subjects, Botany and Physics.
- (c) Of allowing no option therein.

Resolved.—3. (a) That a Second Class professional Certificate should represent at least one year's professional training more than that of a Primary Teachers' Certificate.

Resolved.—4. (b) That the standard should be $33\frac{1}{2}$ per cent. on each subject and 50 per cent. on the whole.

Resolved.—(a) That it is desirable to have a Public School Leaving Examination.

(c) That the Regulations admitting pupils holding Public School Leaving Certificates to the Second Form of High Schools be repealed, and classification of such be left to the High School Master so long as the present Entrance Examination exists.

Resolved.—That the Public School Section of the Ontario Educational Association desires to thank the Honorable the Minister of Education for submitting to the Association his proposed regulations, and that the Minister be memorialized to the effect that in the opinion of said Public School section it would be of inestimable value to the educational interests of our province if all contemplated changes in the educational system were to be presented to the Association as has been done this year.

Resolved.—That for the purpose of uniform examination a Board of Examiners be formed in each inspectorate, consisting of the Inspector and three Public School teachers for each High School—head master to regulate the valuing of the answer papers at both the Entrance and Public School Leaving Examinations.

Resolved.—That in the opinion of this department, the Entrance Examination is not now a suitable standard for admission to High Schools; that the said examination be dispensed with as soon as practicable, and that the standard be more nearly in line with the Public School Leaving Examination.

Resolved.—That the work for Public School Leaving be such as can be thoroughly done in one year after the Entrance Examination.

In reference to Mr. Manning's motion, *Resolved* that

(1) Algebra be struck off the Public School Leaving Examination.

(2) The Arithmetic limit be shortened by cutting off all percentage questions involving the element of time, with the exception of simple interest, compound interest and discount.

(3) The limit of Poetical Literature be cut down one-half and that some short, simple and inexpensive prose work of one of our standard writers be substituted, in order to afford material for the proper teaching of English Composition.

Resolved.—That we approve of the action of the Minister of Education in extending the grant to all pupils who pass the Public School Leaving Examination.

Resolved.—That in the matter of Legislative grants, the Public Schools should be more liberally dealt with, and that the proportion of eight or nine dollars to one dollar per pupil in favor of High Schools is too great.

Resolved.—That we strongly recommend that more care be taken in the preparation of Public School Leaving Papers.

REPORT OF THE COMMITTEE APPOINTED TO PRESENT THE RESOLUTIONS OF THE PUBLIC SCHOOL DEPARTMENT TO THE MINISTER OF EDUCATION.

1. With regard to resolutions *re* Entrance Examination :

(a) The Minister approved of the recommendations in Arithmetic, but insisted on a test being given in accuracy and rapidity.

(b) The Minister did not approve of the recommendation of using rulers in Drawing.

(c) The Minister approved of the recommendation in Grammar, Writing, Geography and Literature.

2. With regard to resolution *re* Proposed Departmental Regulations :

(a) The Minister did not concur in the recommendation regarding section 16, sub-section 4, but approved in general terms of the others.

3. The Minister did not concur in our recommendation regarding the Board of Examiners for High School Entrance Examinations.

4. The Minister was favorably impressed with and will consider our recommendations regarding Public School Leaving.

5. The Minister expressed himself as favorable to the increased Township grant to School sections, but implied that the Legislature would not agree to it.

6. The Minister regarded the raising of the age limit to twenty-one as impracticable at present.

7. The Minister refused to discuss the recommendation regarding professional training and the School of Pedagogy.

KINDERGARTEN DEPARTMENT.

Resolved.—Upon consultation with the Minister of Education, we think the standard for admission to the Kindergarten training class should be a Primary certificate.

Resolved.—That a blank form shall be made out and given to the Directors that they may keep a record of the Assistant's work during the year; and that the work of the year and the essays written during the year shall be taken into account, in case of the failure of a capable student.

Resolved.—That a new syllabus shall be prepared and be in the hands of the Directors in time for the work of next year.

TRAINING DEPARTMENT.

Resolved.—"1st. That the non-professional standing be a First-Class Grade A Certificate or its equivalent.

Resolved.—"2nd. That the professional standing include at least five years' experience in Public School work on a higher grade of professional certificate than a Third Class, and that two of the said five years' experience be on a First-Class Professional Certificate.

Resolved.—"3rd. That permanent certificates as Model School Principals be granted to all persons who have had three years successful experience as Model School Principals, and to those now engaged as Model School Principals when they shall have completed three years successful experience; and to others when conditions in clauses 1 and 2 have been satisfied."

(1) *Resolved.*—"That a Section of the Training Department be now formed, having for officers a Chairman and Secretary, and that Dr. Tracy be Chairman and Miss Macintyre be Secretary.

(2) *Resolved.*—"That a Committee be now appointed with the object of carrying on some line of investigation during the year; that said Committee consist of Dr. Tracy, Chairman; Miss Macintyre, Secretary; Professor Hume; Mr. Scott, Vice-Principal, Normal School; Dr. MacCabe, Principal Normal School, Ottawa; Dr. McLellan, Principal, School of Pedagogy; Mr. Kirkland, Principal, Normal School, Toronto; Mr. Sinclair, Vice-Principal, Normal School, Ottawa; Inspector Hughes, Mrs. Hughes, Miss Bolton, Inspector Carson, Mr. Stevenson, Mr. Houston, Mr. W. H. Elliott, Mr. Suddaby, and any others who wish to co-operate with the foregoing in the object for which the Committee is appointed."

MODEL SCHOOL SECTION OF THE TRAINING DEPARTMENT.

Resolved.—That the Committee appointed by the Training Department to interview the Minister of Education with the object of laying before him the qualifications deemed necessary for the mastership of a County Model School, be requested to press upon the Minister the desirability of giving teachers holding certificates as Model School Masters the right of being County Inspectors.

Resolved.—That the following works be used in the course of reading for the Reading Circle, viz.: Felix Addler's Moral Instruction, Painter's History of Education, Baldwin's Psychology Applied to Education, and White's School Management; and for students, Preyer's Infant Mind.

INSPECTORS' DEPARTMENT.

Resolved.—That the fees of this section be 75 cents, viz., 50 cents for general association, and 25 cents to defray the expenses of this particular department of the Ontario Education Association.

Resolved, that the present method of auditing be retained, with the understanding that the Trustees be required to furnish an itemized statement to the inspector in addition to filling up the usual printed form.

Committee on "*How to Retain our Experienced Teachers*" recommends :

1. That the Public School Legislative Grant be materially increased.
2. (a) That the Municipal Grant be apportioned as now, on the basis of average attendance. (b) That the Legislative Grant be apportioned on a two-fold basis, as follows : That a small fixed grant of \$5 or \$10 be given for each teacher employed (for at least nine months of the year) who has a first or second class professional certificate. That the remainder of the grant apportioned to the municipality (township) be apportioned on the basis of the rate of taxation necessary to defray the ordinary expenditure of the previous year.
3. That the examinations in Practical Teaching in the Model and Normal Schools is given a higher relative value and made more exacting. That candidates at the Final Examinations of the Model and Normal Schools be required to make not only half of the total maximum assigned to practical teaching, but half of each of the totals on the basis of which the teaching staff and the examiners mark, as well as parsing in the written examination.
4. That no person should hereafter be permitted to act as Principal of a Model School who does not hold a First-Class A or Specialist's Professional Certificate, before receiving which he should have had five years' successful teaching in a Public School, that while in the possession of a First-Class Professional Certificate. This recommendation is not intended to apply to those who already hold Model School Principal's Certificate.
5. That Third Class Certificates should be limited to the counties in which granted, or for which they have been endorsed.
6. That the representatives of the Public School Boards of Trustees on the Boards of Examiners for the Entrance and Public School Leaving Examinations should be actually engaged in teaching Fourth Class or higher work in Public Schools, and be the holders of First or Second Class Public School Teachers' Professional Certificates.

TRUSTEES' DEPARTMENT.

Resolved, that the provisions of the present school law with regard to High School fees are satisfactory.

Resolved, that for the purpose of examining and valuing the answers of the candidates for High School Entrance Examinations at some place within each county, there should be a Central or County Board of Examiners to be composed of (1) The Inspector or Inspectors of Public Schools within the bounds of the county ; and (2) two members possessing the qualifications at present required (one of whom at least shall be a High School Master actually engaged in teaching), to be appointed by each High School Board or Board of Education in the county ; and that such Board of Examiners should finally determine the fitness of entrance candidates within such county, subject only to an appeal by the candidate as at present.

Resolved, that the Honorable the Minister of Education be respectfully requested to consider the expediency and justice of making a larger distribution of the public money to the Public Schools.

Resolved, that inasmuch as a considerable percentage of the students of our High Schools drop out of the course at the end of the First Form, and go back to farm work, or take up trades, it is very important that there should be as full a course as possible in commercial work.

Therefore, this Department of High and Public School Trustees resolves that the commercial course should be made complete in the First Form of our High Schools.

Resolved, that as many Trustee Boards are considering practical mechanics of greater value than gymnastics, we would recommend that the Department of Education do not make it compulsory to have gymnasiums erected in connection with the High Schools or Collegiate Institutes of the province.

COMMERCIAL ASSOCIATION.

1. *Resolved*, that besides the Commercial Course in the proposed Form I., the Minister of Education be asked to institute a Commercial Form II., to include the following subjects: Obligatory—Bookkeeping and Penmanship, Correspondence, Business Forms and Usages, Phonography, Arithmetic and Mensuration, Reading, English Composition and Spelling, and Algebra; Optional—English Poetical Literature and Drawing—the rest of the Primary Art School Course.

And that the Education Department should set the examination papers of this course, value and read the answers, and grant a diploma thereon.

And that the Regulations should recommend that, in this form, the subjects of Bookkeeping and Phonography should be taught at least one hour each per day.

2. *Resolved*, that all students should be required to take the full Commercial Course of Form I.

3. *Resolved*, that the Bookkeeping sets and the Drawing books should be presented at the Commercial Examinations as heretofore, and that the work done in these books count for a certain percentage (say 10 per cent.) of the total examination.

4. *Resolved*, that the Departmental Examinations in Drawing and the Commercial Course should be held at the same time as the other Form Examinations.

5. *Resolved*, that one lesson per week in Writing, throughout the whole year, is better than three lessons per week during the First Term.

Resolved. 6. *Whereas*, the Commercial Course in our High Schools and Collegiate Institutes steadily deteriorated from the time that Departmental Examinations ceased, until again instituted in 1894, and that during 1894 and 1895 it has shown marked improvement, therefore, be it resolved that the examination papers in Bookkeeping and Drawing should continue to be set, and the answers to be valued and read by the Education Department.

7. *Resolved*, that candidates writing on the Commercial and Drawing Examinations alone, should pay a fee of one dollar; and that candidates who succeed in passing the said examinations and are desirous of writing on the other subjects of the Primary, be required to pay a fee of four dollars only.

8. *Resolved*, that in future, Examiners for the Primary Departmental Examination in the Commercial Course and Drawing, should be appointed from among the Commercial teachers of our High Schools and Collegiate Institutes.

2. FINANCIAL STATEMENT, 1894.

NAME OF INSTITUTE.	Total Number of Members.	Government Grants.		Municipal Grants.		Members Fees.		Balances and other sources.		Total Receipts.		Printing and Postage.		Libraries, Educational Journals, etc.		Miscellaneous.		Total Expenditure.		Balances.	
		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
Brant.....	132	25 00		25 00				199 54	54	249 54		11 00		68 85		26 25		106 10		143 44	
Bruce, East.....	116	25 00		25 00				80 39	39	130 39		6 07		22 80		24 70		53 57		76 82	
Bruce, West.....	27	25 00		24 85		6 75		71 80		138 40		8 90		29 75		30 64		69 29		59 11	
Carleton.....	13	25 00		25 00				37 21	21	87 21		3 30				33 80		37 10		50 11	
Dufferin.....	109	25 50		25 00		21 25		25		71 50		5 50		68 00		8 00		71 50			
Dundas.....	53	25 00		25 00		23 50		40 52	52	114 02		30 43		9 83		42 22		81 98		82 04	
Durham.....	129	25 00		25 00				149 65		199 65		18 45				25 85		41 30		135 35	
Elgin.....	195	25 00		50 00				107 69		182 69		22 05				1 00		23 05		139 64	
Essex, North, (1).....	63	25 00		25 00				36 96		86 96		30 00				54 00		84 00		2 96	
Essex, South, (2).....	90	25 00		50 00				75 06		150 06		41 00				22 40		63 40		86 65	
Frontenac.....	147	25 00		25 00				77 08		127 08		7 64		22 70		42 86		73 20		53 85	
Glengarry.....	90	25 00		25 00				23 56		73 56		14 70		27 75		32 53		50 06		23 50	
Grenville.....	98	25 00		50 00				21 01		96 01		4 75		2 83		16 45		48 95		47 06	
Grey, East, (N).....	103	25 00		25 00		10 25		269 46		329 71		20 52		69 25		31 90		108 30		128 88	
Grey, West, (S).....	67	25 00		25 00		24 00		81 60		155 60		7 15		40 63		54 00		101 40		183 99	
Grey, South.....	110	25 00		25 00		16 00		219 39		285 39		6 77		67 80		48 72		128 52		224 22	
Haldimand.....	115	25 00		25 00				302 74		382 74		12 00		37 38		13 00		60 02		21 75	
Haliburton.....	57	25 00						56 77		81 77		9 64				18 10		29 90		137 35	
Halton.....	92	25 00		25 00				137 25		187 25		11 50		84 62		25		104 27		74 42	
Hastings, North.....	100	25 00		25 00		13 25		115 44		178 69		19 50				14 00		29 75		162 18	
Hastings, South.....	123	25 00		25 00				141 93		191 93		15 75				41 05		46 15		109 98	
Huron, East, (N).....	30	25 00		25 00		2 50		103 63		136 13		5 10				41 30		98 29		36 21	
Huron, West, (S).....	121	25 00		25 00		23 50		61 00		134 50		12 25		4 74		43 63		68 12		117 87	
Kent, East.....	68	25 00		25 00		26 50		109 49		185 99		24 49				27 50		61 95			
Kent, West.....	120	25 00		25 00				11 95		61 95		18 95		15 50		47 40		126 24		47 38	
Lambton, East, (1).....	96	25 00		25 00		41 25		82 37		173 62		64 54				25 20		39 95		41 03	
Lambton, West, (2).....	131	25 00		25 00				30 98		80 98		14 75				50 10		105 29		160 44	
Leeds, East, (2).....	127	25 00		25 00		21 75		193 98		265 73		5 06		50 13				25 00		96 38	
Leeds, West, (1).....	100	25 00		25 00				95 63		145 68		24 00		78 75		54 30		139 10		107 85	
Lennox.....	182	25 00		25 00		34 20		162 75		246 95		6 05									
Lennox and Addington.....	120	25 00		25 00				9		50 09				23 07		2		25 87		24 22	

Lincoln	123	25 00	25 00	167 22	217 22	5 34	43 50	48 84	168 38
Middlesex, East	117	25 00	327 00	85 55	467 05	23 60	96 42	466 62	43
Middlesex, West	105	25 00	200 00	94 43	346 18	49 42	211 39	260 81	85 37
Norfolk	140	25 00	50 00	28 50	104 50	54 21	52 05	54 21	50 29
Northumberland	130	25 00	25 00	202 91	271 16	13 75	18 00	83 80	187 36
Ontario	152	25 00	25 00	106 25	156 25	10 93	40 20	51 13	105 12
Oxford	116	25 00	25 00	142 87	221 87	22 38	89 60	111 98	109 89
Peel	96	25 00	25 00	131 11	181 11	8 00	14 50	22 50	158 61
Perth	175	25 00	25 00	28 86	78 86	9 76	69 10	78 86	19 70
Peterborough	140	25 00	25 00	81 68	30 50	2 65	8 15	10 80	10 80
Prescott and Russell	150	25 00	25 00	199 32	139 43	12 58	18 25	65 23	74 20
Prince Edward	30	25 00	25 00	111 15	249 32	7 60	36 63	58 78	190 54
Renfrew	65	25 00	25 00	111 15	161 15	9 25	20 50	47 25	113 90
Simcoe, North	109	25 00	125 00	74 41	234 91	104 95	87 25	192 20	42 71
Simcoe, South	55	25 00	25 00	115 88	179 63	5 10	109 53	179 63	90 00
Simcoe East and Muskoka West	35	25 00	25 00	84 11	134 11	3 96	31 60	44 11	11 06
Stormont	31	25 00	15 00	21 77	102 77	5 50	45 46	91 79	184 27
Victoria, East	76	25 00	25 00	191 76	244 26	23 75	29 80	109 99	153 39
Victoria, West	70	25 00	25 00	17 59	67 59	8 00	21 63	52 23	15 36
Waterloo	104	25 00	25 00	131 84	233 84	38 63	117 81	156 44	77 40
Welland	120	25 00	25 00	119 27	169 27	19 85	36 50	56 35	112 92
Wellington, North	115	25 00	25 00	69 20	135 45	32 25	24 60	92 45	43 00
Wellington, South	126	25 00	25 00	79 95	180 59	9 51	103 62	113 13	67 46
Wentworth	101	25 00	25 00	49 60	132 85	14 42	36 25	79 02	53 33
York, South	85	25 00	25 00	161 04	241 54	12 95	39 85	88 15	153 39
York, North	37	25 00	25 00	121 25	189 75	15 53	33 31	134 59	55 16
Algoma, No. 1, East	23	25 00	25 00	14 30	39 30	7 00	21 00	35 00	4 80
Algoma, No. 2, West	17	25 00	25 00	3 25	28 25	1 00	27 25	28 25	46 27
Algoma, No. 3, M. I.	19	25 00	25 00	40 12	65 12	5 25	13 90	18 85	77 25
Muskoka, East	75	25 00	25 00	53 25	83 25	5 25	75	6 00	77 25
Nipissing	50	25 00	25 00	48 62	80 62	4 92	16	5 08	19 92
Parry Sound, East	53	25 00	25 00	20 34	47 34	4 45	14 78	21 58	36 04
Parry Sound, West	40	25 00	25 00	22 89	72 89	6 00	6 75	11 20	59 14
Hamilton	170	25 00	25 00	32 17	82 17	8 00	31 67	24 67	23 41
Kingston	53	25 00	25 00	146 49	207 74	3 90	29 37	61 04	21 13
London	130	25 00	25 00	50 85	100 85	3 90	12 10	45 30	162 44
Ottawa	92	25 00	25 00	138 14	194 14	10 85	9 35	13 25	87 60
St. Catharines	25	25 00	25 00	174 57	338 82	10 85	53 72	53 72	140 42
Toronto	25	25 00	25 00	50 48	100 48	8 30	281 91	337 85	1 47
Guelph	32	25 00	25 00	90 30	145 30	8 30	40 50	89 50	55 80
Windsor	36	25 00	30 00	449 07	941 07	390 37	240 40	630 77	310 30
Ontario Teachers' Association	992	300 00	2,231 85	7,054 58	12,384 77	1,469 39	2,995 40	6,527 43	5,857 34
Total, 1894	7,630	2,100 00	2,231 85	7,054 58	12,384 77	1,469 39	2,995 40	6,527 43	5,857 34
Total, 1893	7,952	2,050 00	1,748 00	7,267 50	11,940 22	1,114 46	3,705 71	6,193 60	5,746 62
Increase		50 00	483 85	123 62	444 55	354 93	710 81	333 83	110 72
Decrease	322			212 92					

APPENDIX F.—DEPARTMENTAL EXAMINATIONS.

1. ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1895.		Public School Leaving Examination, June, 1895.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leaving Papers.
Alexandria	82	33	9	2	4
Almonte	68	40	3	3	.....
Arnprior	56	31	9	3	5
Arthur	48	31	1	1	.....
Athens	82	38	13	2	3
Aurora	64	36	.....	.....	.....
Aylmer C. I.	83	36	17	12	2
Barrie C. I.	88	53	2	1	.....
Beamsville	49	37	7	4	2
Belleville	203	90	34	9	.....
Berlin	113	91	5	1	.....
Bowmanville	88	60	11	4	4
Bradford	55	25	3	.....	3
Brampton	105	50	8	7	.....
Brantford C. I.	274	178	7	2	5
Brighton	42	29	.....	.....	.....
Brockville C. I.	135	76	.....	.....	.....
Caledonia	61	32	2	.....	1
Campbellford	51	35	.....	.....	.....
Carleton Place	83	31	2	2	.....
Cayuga	57	22	3	.....	.....
Chatham C. I.	180	108	6	3	1
Clinton C. I.	97	55	29	18	7
Cobourg C. I.	83	68	.....	.....	.....
Colborne	58	34	3	2	1
Collingwood C. I.	79	41	.....	.....	.....
Cornwall	127	55	3	3	.....
Deseronto	40	29	.....	.....	.....
Dundas	58	45	.....	.....	.....
Dunnville	70	47	3	1	1
Dutton	50	26	15	13	2
Elora	31	16	.....	.....	.....
Essex	42	28	5	.....	3
Fergus	57	45	2	2	.....
Forest	76	54	32	21	6
Galt C. I.	183	79	25	14	8
Gananoque	69	33	8	1	2
Georgetown	72	43	10	2	7
Glencoe	51	37	13	8	5
Goderich C. I.	102	60	17	9	2
Gravenhurst	49	38	.....	.....	.....
Grimsby	31	22	.....	.....	.....
Guelph C. I.	179	116	10	9	.....
Hagersville	36	27	5	2	3
Hamilton C. I.	430	242	129	28	14
Harriston	59	37	2	2	.....
Hawkesbury	31	20	.....	.....	.....
Ingersoll C. I.	88	53	5	3	.....
Iroquois	75	37	4	4	.....
Kemptville	46	15	5	4	1
Kincardine	79	57	5	1	4
Kingston C. I.	192	143	22	12	.....

APPENDIX F.

Name of School.	Entrance Examination, June, 1895.		Public School Leaving Examination, June, 1895.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leaving Papers.
Lindsay C. I.	102	55			
Listowel	79	50	12	5	7
London C. I.	381	282			
Lucan	121	65	32	20	
Madoc	74	29	10	4	
Markham	140	98	5	4	
Mitchell	66	44	4	1	
Morrisburg C. I.	110	58	17	5	3
Mount Forest	91	62	3	2	1
Napanee C. I.	150	46			
Newburgh	78	52	3	1	
Newcastle	43	24	3	3	
Newmarket	66	45	18	9	3
Niagara	29	17			
Niagara Falls C. I.	53	42			
Niagara Falls South	61	42	1	1	
Norwood	108	77	6	5	1
Oakville	39	31	3	2	1
Omeme	38	17			
Orangeville	89	36	5		5
Orillia	127	88			
Oshawa	93	69	8	2	
Ottawa C. I.	306	182	15	4	6
Owen Sound C. I.	136	56			
Paris	60	32			
Parkhill	50	34	13	8	5
Pembroke	95	46	10	6	2
Perth C. I.	96	54	9	5	4
Peterborough C. I.	176	83	2	1	
Petrolia	87	54	1	1	2
Picton	172	88	15	7	2
Port Arthur	45	33	6	3	2
Port Dover	31	16	1	1	
Port Elgin	65	43	2	1	1
Port Hope	82	60	2		1
Port Perry	97	50	7	4	3
Port Rowan	57	38	4	1	3
Prescott	71	37			
Renfrew	87	36	6	3	3
Richmond Hill	41	32			
Ridgetown C. I.	94	52	34	10	15
Sarnia C. I.	205	109	9	7	
Seaforth C. I.	46	29	46	1	27
Simcoe	114	80			
Smith's Falls	59	36			
Smithville	39	17	3	1	
Stirling	43	13	5	4	
Stratford C. I.	154	101	15	9	6
Strathroy C. I.	172	115	42	26	3
Streetsville	37	25	2	1	1
St. Catharines C. I.	102	71			
St. Mary's C. I.	122	60	3		
St. Thomas C. I.	135	93			
Sydenham	139	98	9	6	
Thorold	40	31			
Tilsonburg	62	53	8	4	
Toronto C. I. (Harbord St.)	269	218	16	14	2

APPENDIX F.

Name of School.	Entrance Examination, June, 1895.		Public School Leaving Examination, June, 1895.		
	Examined.	Passed.	Examined	Passed.	Passed Entrance on Public School Leaving Papers.
Toronto C. I. (Jameson Ave.)	126	93	16	3	8
do (Jarvis St.)	172	140	40	10	27
Toronto Junction	81	41	6	2	
Trenton	58	35			
Uxbridge	65	37	3	2	
Vankleekhill	54	27	3		3
Vienna	36	23	2		
Walkerton	74	54	8	4	
Wardsville	26	14	4	3	1
Waterdown	35	20			
Waterford	91	50	7	7	
Watford	114	69	34	18	15
Welland	57	43	4	3	
Weston	77	42	4		
Whitby C. I.	89	53	4	2	
Wiarion	78	51	2	1	
Williamstown	71	33	16	10	5
Windsor C. I.	121	90	6		2
Woodstock C. I.	221	155	9	5	
Other places.					
Allandale	41	22	2	2	
Alliston	34	20	15	6	8
Alvinston	46	26	6	4	2
Ameliaburg	49	22	8	6	
Amherstburg	43	21	7	2	2
Ancaster	26	21	12	9	3
Angus	13	6	17	9	6
Arkona	29	17	5	4	1
Avonmore	68	20	9	5	
Ayr	29	11	2	2	
Bancroft	16	6	1	1	
Bath	43	11	13	9	
Bayfield	14	6	7	2	2
Belle River	40	24	6	2	4
Beaverton	40	22	17	11	6
Beeton	10	5	12	3	7
Belmont	36	18	13	6	5
Bellwood	24	17			
Binbrook	24	19	9	6	3
Blackstock	21	6	7	1	2
Blenheim	51	23	34	15	10
Blyth	25	13	10	10	
Bobcaygeon	24	13	7	3	
Bolton	45	11	12	6	6
Bothwell	16	14	9	5	3
Bracebridge	18	16	5	5	
Brussels	43	23	26	19	6
Burk's Falls	39	25			
Burlington	44	26	5	2	1
Cannington	55	26	2	1	1
Cardinal	22	14			
Castleton	26	14	5	5	

APPENDIX F.

Name of School.	Entrance Examination, June, 1895.		Public School Leaving Examination, June, 1895.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leaving Papers.
Charleston	13	6	5	1	3
Chatsworth	27	5	11	2	1
Chesley	59	29	4	4	.....
Clifford	10	8	8	5	3
Comber	21	9	.....	.....	.....
Cookstown	33	22	15	7	6
Creemore	27	10	24	11	10
Crosshill	14	4	5	2	2
Cumberland	26	16	12	1	7
Delhi	38	24	14	11	3
Drayton	57	45	19	15	3
Dresden	52	33	16	14	2
Dundalk	18	5	16	7	7
Dungannon	32	21	11	7	2
Durham	48	25	8	6	1
Eganville	38	23	16	7	8
Eglinton	27	18	5	2	.....
Elmira	20	7	2	2	.....
Elmvale	23	11	2	.....	.....
Erin	58	30	6	2	1
Exeter	61	46	29	22	2
Fenelon Falls	40	15	23	14	.....
Fingal	47	22	46	20	21
Flesherton	27	9	22	3	16
Florence	46	23	19	17	.....
Forwich	20	12	9	7	2
Grand Bend	11	7	2	2	.....
Grand Valley	34	6	19	2	7
Hanover	19	9	11	11	.....
Harrow	27	14	2	2	.....
Hastings	28	15	1	1	.....
Hillsdale	20	18	.....	.....	.....
Horning's Mills	20	5	3	2	.....
Huntsville	20	10	2	.....	.....
International Bridge	33	32	7	7	.....
Jarvis	37	19	27	22	4
Kimberley	28	13	10	8	2
Kingsville	28	20	1	1	.....
Kintail	25	14	8	3	.....
Kirkfield	28	14	10	6	.....
Lakefield	54	40	17	15	2
Lanark	30	19	27	17	10
Leamington	53	25	3	2	1
Little Current	12	8	.....	.....	.....
London East	257	139	85	54	7
Lucknow	30	13	10	3	7
Manitowaning	13	5	.....	.....	.....
Markdale	28	19	10	8	1
Marshville	32	15	9	5	.....
Mattawa	17	10	9	4	.....
Meaford	50	30	.....	.....	.....
Merlin	24	18	7	5	2
Merrickville	68	36	12	9	3
Midland	18	13	7	4	.....
Millbrook	45	21	22	12	6

APPENDIX F.

Name of School.	Entrance Examination, June, 1895.		Public School Leaving Examination, June, 1895.		Passed Entrance on Public School Leaving Papers.
	Examined.	Passed.	Examined.	Passed.	
Milton	76	55	24	16	7
Milverton	22	13	6	2	1
Mcunt Hope	21	9	9	5	4
Newboro'	70	33	15	3	3
New Hamburg	28	20	1	1	.....
Neustadt	10	3	.....	.....	.....
North Bay	19	14	14	6	.....
Norwich	51	44	13	8	.....
Oakwood	22	4	10	4	.....
Oil Springs	45	21	.....	.....	.....
Paisley	49	35	4	3	1
Pakenham	27	10	11	4	2
Palmerston	49	35	13	7	6
Parry Sound	27	17	.....	.....	.....
Pelee Island	4	4	3	2	1
Pelham S. S. No. 2	33	18	10	9	.....
Penetanguishene	18	12	24	17	.....
Plantagenet	26	10	14	4	10
Port Stanley	22	12	13	7	4
Raleigh S. S. No. 10	11	7	9	9	.....
Rat Portage	20	17	.....	.....	.....
Richmond	55	44	20	12	1
Ridgeway	43	29	6	6	.....
Rockton	34	21	8	4	4
Rockwood	40	20	8	3	.....
Rodney	38	15	7	3	.....
Rosemont	11	3	9	1	7
Russell	23	14	14	5	8
Sault Ste. Marie	28	9	3	1	2
Selkirk	35	14	9	4	.....
Shelburne	34	17	22	11	8
South Finch	26	8	5	2	3
Sparta	18	9	4	3	1
Spencerville	19	6	8	8	.....
St. Helens	22	15	6	4	2
Stayner	35	15	13	6	5
Stoney Creek	37	18	7	4	3
Strabane	19	9	10	8	2
Sudbury .....	.....	.....	3	3	.....
Sutton West	16	11	8	1	3
Tara	45	24	1	.....	.....
Tecumseth	13	4	.....	.....	.....
Teeswater	25	15	13	2	11
Thamesville	30	20	18	11	4
Thessalon	24	15	6	3	3
Thornbury	48	11	11	6	4
Tilbury Centre	25	18	1	.....	1
Tiverton	18	11	9	6	3
Tottenham	25	15	19	10	6
Tweed	41	23	2	2	.....
Wallaceburg	58	45	8	5	2
Warkworth	43	28	15	6	1
Waubashene	38	27	5	.....	.....
West Lorne	20	15	7	7	.....
Westport	24	10	7	1	4
West Winchester	114	48	64	41	.....

APPENDIX F.

Name of School.	Entrance Examination, June, 1895.		Public School Leaving Examination, June, 1895.		
	Examined.	Passed.	Examined.	Passed.	Passed Entrance on Public School Leaving Papers.
Wheatley ..	15	10	2	1	.....
Wingham ..	48	29	32	15	12
Wooler ..	25	20	.....	.....	.....
Wroxeter ..	32	17	16	10	6
Zurich ..	27	13	18	9	1
Summary.					
Collegiate Institutes ..	5,731	3,545	.....	.....	.....
High Schools ..	6,346	3,793	.....	.....	.....
Other places ..	4,946	2,711	.....	.....	.....
Grand total ..	17,023	10,049	2,630	1,358	638
Comparison with June, 1894.					
Increase ..	.....	1,160	609	668	184
Decrease ..	70	.....	.....	.....	.....

2. PUBLIC SCHOOL LEAVING EXAMINATION, 1895.

Counties.	Number of suc- cessful candi- dates.	Amount of grant.	Counties.	Number of suc- cessful candi- dates.	Amount of grant.
		\$			\$
Brant ..	2	10	Norfolk ..	18	90
Bruce ..	25	125	Northumberland ..	14	70
Carleton ..	21	105	Ontario ..	22	110
Dufferin ..	16	80	Oxford ..	17	85
Dundas ..	49	245	Peel ..	15	75
Durham ..	21	105	Perth ..	18	90
Elgin ..	71	355	Peterborough ..	21	105
Essex ..	11	55	Prescott and Russell ..	9	45
Frontenac ..	6	30	Prince Edward ..	13	65
Glengarry ..	12	60	Renfrew ..	19	95
Gray ..	52	260	Simcoe ..	86	430
Haldimand ..	31	155	Stormont ..	10	50
Halton ..	22	110	Victoria ..	33	165
Hastings ..	20	100	Waterloo ..	22	110
Huron ..	141	705	Welland ..	28	140
Kent ..	78	390	Wellington ..	48	240
Lambton ..	53	265	Wentworth ..	64	320
Lanark ..	28	140	York ..	22	110
Leeds and Grenville ..	39	195	Parry Sound and Nipissing ..	13	65
Lennox and Addington ..	9	45			
Lincoln ..	5	25			
Middlesex ..	120	600	Total ..	1,324	6,620

APPENDIX G.—CERTIFICATES.

(Continued from Report of 1894.)

1. NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

Bald, Wm. Francis. Brebner, James, B.A.	Howard, Edwy S., B.A. Knight, Wm. W. McCool, John. B.A. McRitchie, Alex. R., B.A.	Odell, Albert. Prendergast, Wm., B.A. Phillips, Sylvanus, B.A. Silcox, Sidney, B.A. Wherry, Alex.
Cooke, John A. Chisholm, Wm. Isaac, M.A. Grant, Burton D. Hamilton, William J.	Nelson, John.	

2. NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL PRINCIPALS' CERTIFICATES.

Arthur, Colin Clayton, M.A. Barber, Ella Ursula, B.A. Brebner, James, B.A. Bruce, Edward Wesley, B.A. Copland, J. Stuart, B.A. Coombs, Ernest, B.A. Climie, Jessie R., B.A. Colling, James, B.A. Doxsee, W. Morley, B.A. Deidge, Thomas C., B.A. Daudeno, James Brown, B.A.	Grey, Jeremiah Wilson, B.A. Howard, Edwy S., B.A. Kirkconnell, Thomas A., B.A. Kennedy, George E., B.A. Marquis, Thomas G., B.A. Minns, James Edward, B.A. Mitchell, Jessie, B.A. MacMurchy, Norman, B.A. Newman, George Edward, B.A.	Pilkey, Peter Joseph, B.A. Pope, Frederick J., M.A. Prendergast, William, B.A. Revell, Daniel G., B.A. Radcliffe, Samuel John, B.A. Rand, Wilfred Erle, B.A. Ross, Ralph, B.A. Sykes, William John, B.A. Silcox, Sidney, B.A. Stevenson, Orlando John, M.A. Witton, James Gayford, B.A.
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3. NAMES OF PERSONS WHO HAVE QUALIFIED AS HIGH SCHOOL ASSISTANTS.

Aitchison, Belle. Anderson, George R., B.A. Black, James S. Brown, John R. Campbell, Martha Lorne. Clark, Harry J. Donaldson, William. Gavin, Frederick P.	Hooper, Ralph E., B.A. Howard, Edwy S., B.A. Hutt, Jennie. Hillock, Julia Sim, B.A. Martin, William Edgar. Murray, Thomas, B.A. May, William Fisher. Mackenzie, Mary A., B.A. Ross, Isabella M. Ross, Charlotte, B.A.	Shirreff, Robert M. Selwood, Frederick S. Teskey, Edith A., B.A. Tucker, George Lawrence, B.A. Willson, Herbert George. Wright, Annie L.
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4. NUMBER OF PUBLIC SCHOOL TEACHERS' CERTIFICATES.

Third, Second and First Class.	Male.	Female.	Total.
Third Class as per County Model School Report.....	632	1,012	1,644
Second Class :			
From Ontario School of Pedagogy	23	18	41
" Ottawa Normal School.....	95	112	207
" Toronto "	67	183	250
First Class	48	25	73
Total	865	1,350	2,215

District Certificates.

County or District.	Number of candidates.	Number who obtained certificates.
Algoma	41	8
Frontenac	35	22
Haliburton	29	13
Hastings	8	5
Parry Sound	80	42
Prescott and Russell	93	52
Renfrew	68	53

5. LIST OF PROVINCIAL CERTIFICATES GRANTED BY THE EDUCATION DEPARTMENT.

Name.	Grade.		Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Aitchison, Belle	1		Bready, Ada Maud		1
*Anderson, Jessie Jane		1	Brown, Jennie Clifford		1
Atkinson, Esther M.		1	Brown, Nellie		1
Auld, Jennie		1			
*Anderson, Roderick J.		1	Cooke, Jno. A.	1	
Adams, Ellen Letitia		1	Clarke, Harry J.	1	
Aitchison, Bessie		1	Camelon, Maggie		1
Alexander, Mary Jane		1	Cameron, Elizabeth Jane		1
Austin, Mary		1	*Campbell, Jennie		1
*Anderson, Wm. Geo.		1	Campbell, Lydia		1
*Atkinson, Frederic George		1	Carryer, Helen M.		1
Averill, Benjamin D.		1	Carter, Lillian May		1
*Abel, Florence		1	Clarke, Cora J.		1
Andrew, Kate		1	*Code, Phoebe		1
Andrews, Sarah Ethel		1	*Conley, Harriet Edythe		1
Aul, Lucy		1	Costello, Nellie		1
Andrews, Harry T.		1	*Cuthbertson, Mary		1
Adams, Senia		1	Campbell, Muriel Esmerelda		1
*Abrams, Emma Amelia		1	Carss, Belle M.		1
			Cryslar, Hattie		1
Barber, Ella U., B.A.	1	1	*Chace, Wm. Gregory		1
Bailey, Hester		1	Code, Albert Edwin		1
*Barnes, Sara Gertrude		1	Clarke, Fred. Hall, B.A.		1
Bartley, Annie		1	Chrysler, Minton A., B.A.		1
Boddy, Sarah		1	Clapp, Florence H.		1
Bott-rill, Clara Maud		1	Cluff, Elizabeth M., B.A.		1
Bowes, Annie Elizabeth		1	Cook, Margaret, B.A.		1
Barnes, Charles Herbert		1	Chadsey, Stanley B.	1	
*Barnes, Charles Lancelot		1	Coutts, Richard David, B.A.	1	
*Barrett, Hugh Massey		1	Chisholm, George Wallace	1	
*Becroft, David		1	Clayton, Vivian E.		1
Bordev, Annie Eleanor		1	Chisholm, William Isaac, M.A.	1	
Brighty, Mary		1	Corrigill, Jas	1	
Bajus, Mary Louise		1	Cameron, Mary Charlotte E.	1	1
*Ballantyne, Agnes Emma		1	Campbell, Margaret		1
Blondin, Elizabeth		1	Campbell, Margaret C.		1
Baden, Sarah Elizabeth		1	*Campbell, Margaret Fergus		1
Brooks, Isabella		1	Coffey, Margaret		1
Burger, Catherine		1	*Coltart, Jane		1
Burns, Annie		1	Cook, Lottie		1
*Boyd, Samuel James		1	Crawford, Blanche		1
Best, John H.		1	Creighton, Mary		1
Bull, Henry		1	Crunican, Nona Eugenia		1
Bryan, Hugh W., M.A.		1	*Clarkson, Chas. Harold		1
*Barber, Ida May, B.A.		1	*Clipperton, Wm. Henry		1
s, Archie W.	1		*Clouston, Jennett		1
Bennett, Charles Vincent, B.A.	1		Clarke, Geo. A. W.		1
Burchill, Alfred N.		1	Clarke, Lewis		1
Bell, Jessie		1	*Corneil, Christopher P.		1
Brown, Wm. Edward		1	Campbell, Ethel		1
Bellamy, Wesley		1	Campbell, Margaret		1
Brown, Harry Wm., B.A.		1	Clark, Grace		1
Beattie, Margaret Samson		1	Cornell, Mary		1
*Bittmann, Annie Magdalena		1			
*Boisouder, Rose		1	*De Lury, Helen		1
Brierley, Ella May		1	*Dickson, Jean H.		1
Brierley, Fanny		1	Dixon, Addie J. M.		1
Bull, Jessie Elizabeth		1	Dowler, Nettie E.		1
Babb, Wm. Francis		1	Day, Daniel Cameron		1
*Brennan, John		1	*Dowkes, Wm. J.		1
*Byce, Walter		1	Deacon, Annie Margaret		1
Bartels, Louise Lenore		1	+Delaney, Annie Maria		1
Baldwin, Bertha		1	*Downing, Maud		1

* Honors. + Honors and Medallist.

LIST OF PROVINCIAL CERTIFICATES.

Name.	Grade.		Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Duvall, Minnie Ellen.....		1	*Gray, Nellie.....		1
Davey, Marsena.....		1	Gardiner, Peter.....		1
*Day, Wm. Henry.....		1	George, Charles.....		1
Dearing, Chas.....		1	Gill, Lillie.....		1
*Duncan, Elmer Jay.....		1	*Garland, Robert Allyn.....		1
Dunkin, Geo. Francis.....		1	*Gemmell, Wm. Thos.....		1
Duncan, David Merrett, B. A.....		1	Greer, Joseph.....		1
Decow, Nellie, B.A.....		1	Grant, Jennie J.....		1
Dent, Wm. Arthur.....		1	Garvin, Joseph Lemon, B. A.....	1	
Dundas, Arthur Abram, B.A.....	1		Green, Arthur E.....	1	
Darling, Margaret May.....		1	Grant, Burton D.....	1	
Douglas, Mary Ellen.....		1	Gardner, Emily Giles.....		1
*Durdan, Isabella.....		1	Garrett, Flossie.....		1
*Dyke, Margaret Winifred.....		1	Garrett, Kate Alma.....		1
Dear, Alice Elizabeth.....		1	Good, Janet.....		1
DeWitt, Ida Catherine.....		1	Green, Mary Viola.....		1
Douglas, Agnes M.....		1	Gilmore, Thos. Edward.....		1
Elder, Hosia.....		1	Grant, Andrew Fowler.....		1
Engels, Charlotte Rosalie.....		1	Glass, Annie Theresa.....		1
*Everett, Wm. Sherman.....		1	Gordon, Elizabeth Emma.....		1
Ewart, Duncan.....		1	Gordon, Ida Marguerite.....		1
Elliott, Ina Gertrude.....		1	*Greaves, Martha Ellen.....		1
Elliott, Kate.....		1	*Hardy, Effie O., Mrs.....		1
*Eaglesham, Hugh Elliott.....		1	Hayes, Amelia.....		1
*Earle, Rufus Redmond.....		1	*Holdon, Ella.....		1
Elliott, Hector.....		1	Hoshal, Minnie.....		1
*English, John R.....		1	Huff, Harriet E.....		1
Ewing, John W.....	1		Hunt, Sarah A.....		1
Edgar, Robert Allen.....		1	*Husband, Augusta.....		1
Evans, Josiah James.....	1		Hanington, Maud.....		1
Evans, Agnes Sarah.....		1	Hull, Annie.....		1
*Elliott, Wm. Jno.....	1		Hamblin, Geo. Arthur.....		1
Epplett, Frank.....		1	Harnett, Wm. Chas.....		1
Elliott, Robert Francis.....		1	Harrison, Franklin E.....		1
Empey, Benson Richard.....		1	Haviland, Hugh J., B.A.....		1
*Fawcett, Ida.....		1	Henwood, Margaret E., B.A.....		1
*Fearnley, Annie M.....		1	Hughes, Eva Lilian.....		1
Fleming, Carrie B.....		1	Husband, Almeron Judson.....	1	
*Flegg, Ella.....		1	Howell, Wm. B.L. B.A.....		1
*Fisher, Claude Laing.....		1	Huggins, Minnie.....	1	
Foulds, Minnie.....		1	Hopkins, Florence A.....	1	
*Ferguson, Agnes.....		1	*Hall, Ethel.....		1
Foley, Alice.....		1	Hartley, Ethel May.....		1
*Ferguson, James Neil.....		1	Hartman, Lavinia Mary.....		1
*Flower, John.....		1	Hopper, Kate Monroe.....		1
Foucar, Walter K., B.A.....		1	Harris, J. Frank.....		1
Fry, Frank DeWitt, B.A.....	1		Hanna, Robt.....		1
Foster, Jessie.....	1		*Hayes, Albert Ernest.....		1
Field, John Morden, B.A.....	1		Henry, Jarvis Edward.....		1
*Fitch, Martha.....		1	Hogan, Michael.....		1
Ford, Sarah.....		1	Howes, Albert Ernest.....		1
Fraser, Jas. Johnston.....		1	Haynes, May Almada.....		1
*Fetterley, Hiram Bingham.....	1		Hutchinson, Etta May.....		1
Ferguson, John.....		1	Harper, David.....		1
Fifield, Robt. Judson.....		1	Irwin, Abbie L.....		1
Fletcher, Robt.....		1	Irwin, Susan C.....		1
*Galbraith, Kate.....		1	Ince, Emma Pennefather.....		1
Gaudy, Jessie.....		1	Irwin, Senia.....		1
*Gilbert, Bertha Loretta.....		1	Irwin, Frances Ida.....		1
*Grainger, Bessie Alice.....		1	*Johnston, Emma.....		1
			Johnston, Christina.....		1

* Honors.

LIST OF PROVINCIAL CERTIFICATES.

Name.	Grade.		Name.	Grade.	
	First Class.	Second Class.		First Class.	Second Class.
Jackson, John Stubbs		1	Mark, Thomas		1
Jolley, George Henry		1	Metcalf, Wm. Henry		1
*Jones, John Milton		1	*Middleton, Jesse E.		1
Jones, Wallace		1	*Moffatt, James Nassau		1
†Jones, Frank Arthur		1	Munro, Wm. Alford		1
*Jones, William Stanley		1	Morris, Francis J., B.A.		1
Joyce, Walter		1	Milne, James Wm	1	
Kitchen, Chas. H.	1		Moran, John Eaton	1	
Kaempf, Sara L.		1	Martin, Wm. Edgar	1	
Kidd, Ella V.		1	Mills, Harriet B.	1	
Kelley, Maria Beatrice		1	Mitchell, Jessie, B.A.	1	
Kenyon, Edith Eleanor		1	Meldrum, Albert E.	1	
Keogh, Lucius Richard		1	Morgan, John James, B.A.	1	
Knox, William J., B.A.		1	Martyn, Jane Gertrude		1
Kelso, Alice C.	1		Morrice, Alexina Low		1
Kinver, Margaret M.	1		*Martin, Noah		1
Kilmer, Ernest E. C.	1		Mitchell, Andrew Ruxton		1
Kerr, Elizabeth		1	Martin, Margaret S.		1
Kenny, Nicholas Simon		1	Marshall, Edgar Kenneth		1
Kierman, Adam		1	Mitchell, William John		1
*Kirkpatrick, Frank H.		1	Martin, Mary		1
Kaine, Robina Victoria Harriet		1	*Mitchell, Adeline		1
*Kells, Emma Charlotte		1	Morrison, Margaret Priscilla		1
Keys, Margaret Ethel		1			
Kerr, Annie Constance		1	McRitchie, Alex. R.	1	
Lennox, Thomas H.	1		*MacNish, Ethel Augusta		1
Legge, Jessie A.		1	McCallum, Maud M.		1
Langford, Frederick V.		1	McColl, Jessie		1
Lees, Susie		1	McCandlish, Kate		1
Little, Herbert Moore		1	McCandlish, Louise		1
Lawson, James		1	*McDonald, Jessie		1
Leighton, Robt. H.	1		*McGregor, Annie		1
Lovick, Janey V.	1		McIntosh, Tena W.		1
Laidman, Allan W.		1	McMartin, Bella		1
*Laidlaw, Minnie Louise		1	*McMillan, Maggie		1
Lang, Minnie E.		1	McNeill, Cassie		1
Lanskail, Agnes Catharine		1	McNicol, Mary Laura		1
Lee, Lottie May		1	*MacKay, Minnie Warren		1
Lundy, Edna Crysler		1	McCrimmon, Duncan Angus		1
Long, John Henry		1	McMillan, Duncan		1
*Lougheed, Wm. James		1	McPherson, Daniel B.		1
LaFontaine, Edgar		1	*McPherson, Donald		1
Later, Thomas John		1	*MacDonald, Flora Mary		1
*Latta, Charles Barrell		1	McFarlane, Katie Louise		1
*Lafarelle, Harriet		1	McFarlane, John Henry		1
Merkley, Arthur J. T.	1		McMordie, Mamie		1
Margach, Etta F.		1	McNeill, Harris L, B.A.		1
*Miller, Esther		1	Macpherson, Walter Ernest, B.A.		1
Moffat, Margaret Dodds		1	McLaughlin, Robert P.	1	
*Molland, Minnie S.		1	McManus, Emily, M.A.	1	
*Moore, Clara		1	MacDonald, James, M.A.		1
*Mulheron, Maggie Alexina		1	MacLean, Katherine G.		1
†Munro, Dama Edna		1	McIntosh, Mahlon	1	
*Menger, Wm. Orlando		1	McNiece, James, B.A.	1	
Murray, Henry George		1	MacMillan, Elizabeth	1	
Moffatt, Mary Elizabeth		1	McCallum, Kathleen	1	
Moore, Jeannette E.		1	*MacDonald, Effie		1
Mahoney, Wm. Jas.		1	MacDougall, Ida		1
Mahood, John		1	MacLennan, Belle		1
Manning, Arthur James		1	*MacMath, Ella May		1
			MacMurchy, Margaret		1
			McCallum, Kate		1
			McClure, Annie Louise		1

* Honors.

† Honors and Medallist.

LIST OF PROVINCIAL CERTIFICATES.

Name.	Grade.		Name.	Grade.	
	First class.	Second class.		First class.	Second class.
McDougall, Emma Jane		1	Reid, Hannah Emily		1
McIver, Mary		1	Robson, Alma A		1
*McKellar, Katherine		1	*Robson, Carrie Jane		1
McKenzie, Elizabeth Eleanor		1	Rogers, Emma L		1
*McNaughton, Coral		1	Robson, Robert Mackenzie		1
*McPherson, Isa		1	*Ross, James Alexander		1
McDowell, Albert Sydney		1	*Rankin, Elsie		1
†McFadyen, Daniel		1	Rankin, Mary		1
*McInerney, Thomas Joseph		1	Ritchie, Jean Nichol		1
McKaghan, William		1	*Roberts, Alice Mary		1
*McKay, George James		1	Rigney, Wm. George		1
McKee, George Ehas		1	*Robertson, Alex. John		1
*McLennan, David		1	Rosevear, Howard S., A.M.		1
McCormick, Judson Arthur		1	Rudlen, George Wm., B.A.		1
McDiarmid, John Alexander		1	Roberts, Ida	1	
McIntosh, George		1	Reid, Minerva E	1	
McCannell, Neil		1	Ross, Sara	1	
*McGougan, Hugh		1	Relyea, Henry Franklin		1
McKenzie, Donald		1	Robertson, Wm. John		1
McKittrick, Franklin R. F.		1	Robinson, Eli		1
McBain, Wilhelmina		1	Robson, Charles Grant		1
McCann, Josephine Mary		1	*Reeve, Alice Mabel		1
*McCue, Nellie		1	Robbins, Ida Victoria		1
McDonald, Margaret B.		1	Rook, Margaret Letitia		1
McIntyre, Barbara Anna		1	*Rowland, Agnes		1
MacLennan, Bella		1	Roberts, Thos. Henry, B.A.	1	
McPherson, Maggie		1			
Norris, Isaac Taylor, B.A.		1	Sheppard, M. Lillian		1
Nivins, Charles, B.A.	1		*Simpson, Jessie		1
Noble, Tena D			*Sproat, Jeannette L		1
Neely, Flossie Alma		1	*Steele, Ida Beatrice		1
Nixon, Minnie		1	*Stewart, Helen		1
O'Neill, Isabella		1	Simpson, John Miller		1
*Osborne, Arthur Walton		1	*Smith, Frank Wm.		1
O'Brien, Florence Mary		1	Smith, George C.		1
*O'Brien, Samuel Quincey		1	*Speers, Robert Miller		1
O'Donnell, Florence B.		1	Stephens, David John		1
			Steele, Ethel		1
Park, Isabel		1	*Schuyler, Fred. Alexis		1
Plewes, James H.		1	Smeltzer, Wm. Finlay		1
Pearson, Nellie F.		1	*Sullivan, John Francis		1
Peacock, Edward R., B.A.		1	Stone, Samuel G., B.A.		1
Parker, Mabel		1	Smith, Annie, B.A.		1
Poe, Annie Carr		1	Strang, Rose Innis		1
Phillips, Sylvanus, B.A.	1		Symington, Marion		1
Pakenham, Maude		1	Scott, Nellie H.	1	
Palmer, Dell C.		1	Snyder, Adell, M.A.	1	
*Peister, Rose May		1	Struthers, Jean	1	
Peterkin, Mary Jane		1	Shaw, Louise		1
Pingle, Mabel Elizabeth		1	Starr, Hannah Jane	1	
*Potts, Mary		1	Smith, Minnie, B.A.	1	
Pringle, Louise Wilhelmina		1	Simpson, Hugh	1	
Penfold, Robert James		1	Scovell, Holland R., B.A.	1	
Page, Philip H.		1	Shultis, Adam	1	
Pinkney, David Henry		1	Shain, Florence		1
Pillman, Lena		1	Smart, Selina		1
Plant, Florence Louisa		1	Smith, Mary		1
Porter, Mary Evangeline		1	Steckley, Josephine		1
Patton, Emma Maria		1	Straith, Mina C		1
Quian, Mary Ann		1	Sutton, Gertie J.		1
			*Snowdon, Henry A		1
			Sharp, Oscar		1
			Shurtleff, Morley		1

* Honors.

† Honors and Medallist.

LIST OF PROVINCIAL CERTIFICATES.

Name.	Grade.		Name.	Grades.	
	First Class.	Second Class.		First Class.	Second Class.
Smitheram, Arthur Emanuel.....		1	Watt, Agnes J.....		1
*Strickland, Emanuel.....		1	Whiteside, Violet Victoria.....		1
Savage, Sarah Jane.....		1	*White, Lila Kate.....		1
*Sellar, Annie.....		1	*Williams, Helen Amelia.....		1
Shier, Samantha V.....		1	*Willis, Lena.....		1
Spicer, Grace.....		1	*Wilson, Saida.....		1
Stanley, Lizzie.....		1	*Walker, Ernest.....		1
Stannard, Mabel Caroline.....		1	*Wilson, Chas. Wm.....		1
*Stone, Edna Isabel.....		1	*Wilson, Thomas Matheson.....		1
*Sanderson, Clara Isabel.....		1	Walker, Phoebe.....		1
Scammell, Gertrude A.....		1	Watts, Henrietta.....		1
Smith, Elizabeth Jane.....		1	Wright, Lucy Wyman.....		1
*Sparrow, Mary Lavina.....		1	Wagar, Rupert.....		1
Spry, Minnie.....		1	Williams, Wm. Moore.....		1
Stevenson, Sue Belle.....		1	Wismer, Clara E.....		1
Stewart, Margaret Jane.....		1	Wilcox, John Harvey.....		1
*St. John, Nellie.....		1	Wales, Mata.....		1
*Strachan, Victoria.....		1	Wallace, Amelia Caroline.....		1
Terhune, Gertrude.....		1	Weldon, Florence Annie Louise.....		1
*Turnbull, Emily Alice.....		1	Wheatley, Florence.....		1
*Toner, John White.....		1	Wilson, Emma Lois.....		1
Tennant, Bertha.....		1	Wood, Mary Leonard.....		1
Thomson, David Daniel.....		1	Whyte, Christina.....		1
Talbot, Henry James.....	1	.....	Wallace, David Norman.....		1
Thompson, Peter James.....	1	.....	*Ward, Joseph Wesley.....		1
Telford, Jean.....		1	Weir, Robert Nelson.....		1
Thompson, Sophia S.....		1	Wigmore, Thomas.....		1
Thompson, Margaret J., B.A.....	1	.....	Wright, Alex. F.....		1
Thrall, Charlotte.....	1	.....	Waugh, Frederick Wm.....		1
Thompson, John Fletcher, B.A.....		1	*Wallis, Wm.....		1
Taggart, Helen Maude.....		1	Will, John Ralph.....		1
Thompson, Vida Ella.....		1	Wray, Wm. Elphiston.....		1
Tolton, Annie Eliza.....		1	Waterman, Ella May Maud.....		1
Ussher, Alice Todd.....		1	Welbanks, Effie.....		1
Urquhart, John.....		1	Weir, Anne B.A.....	1	.....
Usher, Minnie.....		1	*Waddell, Gilbert Boyd.....		1
VanAllen, Harry.....		1	Whyte, Robert.....	1	.....
Vallance, Eccles.....		1	Wright, Robert.....	1	.....
*VanAllen, Jean.....		1	Wright, William Geo.....	1	.....
Wright, Annie L.....	1	.....	Yelland, John Gibbs.....		1
			*Young, Nellie.....		1
			*Zavitz, Jessie Elizabeth.....		1

* Honors.

6. KINDERGARTEN CERTIFICATES.

<i>Directors—</i>		<i>Assistants—</i>	
Andrews, Annie.	Powell, Bertha.	*Armstrong, Jane M.	Jones, Florence H.
Bayly, Marie H.	*Risk, Mrs. Maggie.	Allen, Lillian M.	Loves, Lillian.
Botsford, Nellie G.	Walker, Alice P.	Anderson, Barrie.	Lucas, Mary.
Brenton, Clara.	Williams, Grace Electa.	*Anning, Edith A.	McDermid, Lillian.
Bridgland, Bessie Maria.		*Black, Rena.	McLean, Sarabel.
Butterworth, Fannie.		Buchanan, Margaret.	*McKellar, Tossie.
*Cameron, Mrs. Rose H.		Becker, Pearl.	MacRae, Alexandria.
Cameron, Margaret D.		Brignall, Jessie E.	*Murray, Katie.
*Farley, Jennie		*Bailey, Ethel.	*Peake, Amelia A.
*Frost, Effie J.		*Cannon, Ethel A.	Robertson, Ella May.
Fox, Hypatia Pauline.		*Christie, Mabel E.	Ross, Winnifred.
Glover, Susie.		*Clare, Lulu.	*Steele, Minnie.
Henderson, Adah E.		*Clark, Florence.	Scott, Aggie.
*Johnston, Grace.		Colgate, Julia.	Scroggie, Edith.
Jones, Ethel W.		*Day, Hattie B.	*Shibley, Edith.
Kennedy, Margaret.		*Fuller, Minnie.	Taylor, Edith.
Kingsmill, Esther Talbot.		*Fielding, Alice.	*Thompson, Laura B.
*Lampman, Caroline M.		*Flaws, Maynie.	*Thomas, Gertrude.
McVeigh, Kathleen.		Harding, Mary S.	*Virtue, Mabel.
Minchin, E. Maud.		*Hill, Minnie.	Woods, Ida.
Matthews, Alice Maud.		*Hansford, Fannie P.	*Warren, Annie S.
O'Loane, Mary Talbot.		*Harding, Lillie B.	Wilkinson, Mabel.
Ollerhead, Mary Quarrie.		*Jewett, Eva M.	*Yeomans, Mary.
Potter, Jeannie.		*Jolly, Katie.	

* Honors.

7. TEMPORARY AND EXTENDED CERTIFICATES ISSUED DURING 1895.

Counties.	Temporary Certificates authorized by the Minister of Education during the year 1895.	Third Class Certificates extended by the Minister of Education during the year 1895.
Bruce		1
Essex	33	8
Frontenac		2
Glengarry		1
Grey		1
Hastings	1	
Kent.....		1
Lambton		2
Lanark.....	11	
Leeds and Grenville		3
Lennox and Addington		1
Northumberland	1	1
Ontario		3
Simcoe		9
Victoria		2
Welland		6
Wentworth.....		1
District of Algoma	2	
" Parry Sound and Nippissing		11
Eastern Ontario R. C. S. S	37	3
Western Ontario R. C. S. S	17	2
	102	58
Total, 1895	102	58
Total, 1894	43	66
Increase	59	
Decrease		8

Of the fifty-eight teachers whose Third Class Certificates were extended, one obtained Second Class non-professional standing. The periods of services were:

Three years and under	20
Four to six years	13
Seven years and over	25

APPENDIX H.—*SUPERANNUATED TEACHERS' FUND, 1895.*

(CONTINUED FROM REPORT OF 1894.)

(1) *Allowances granted during 1895.*

No.	Name.	Age.	Years of teaching in Ontario.	Amount of superannuation allowance.
				\$ c.
963	Tristram Chislitt	49	21½	140 50
964	Solomon Reist	42	12	82 00
965	Thomas Hammond	48	19	133 00
966	John C. Reid	54	24½	160 00
967	Susan M. Hamilton	58	38	266 00
968	James Regan	40	16½	99 00
969	John Anderson	60	22½	155 50
970	John Campbell	70	39	269 00
971	William P. Robertson	60	38	262 00
972	Samuel T. Perry	55	29	193 50
973	William E. Palmer	60	14	84 00
974	Robert Grant	61	22½	155 00
975	Josephus W. Henstridge	64	34	233 00
976	David Croll	61	32½	221 00

(2) *Summary for years 1880 to 1895.*

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		\$ c.	\$ c.	\$ c.
1880	391	48,229 13	15,816 45	3,252 92
1881	399	49,129 83	14,197 75	2,872 13
1882	422	51,000 00	13,501 08	3,660 10
1883	422	51,500 00	12,515 50	3,763 01
1884	443	54,233 93	15,802 50	4,037 59
1885	423	55,003 09	11,525 50	10,593 30
1886	440	58,791 37	18,095 29	6,046 05
1887	454	58,295 33	1,489 90	3,815 80
1888	472	58,290 00	1,700 25	3,588 97
1889	457	60,365 00	1,490 77	1,998 44
1890	463	62,104 63	1,191 65	1,992 78
1891	456	61,080 40	1,584 74	1,067 37
1892	456	63,760 60	1,313 15	786 86
1893	459	63,634 73	1,342 34	720 58
1894	442	64,046 08	1,284 00	1,508 01
1895	435	63,800 00	1,321 50	1,625 42

Twenty-nine teachers withdrew their subscriptions from the fund during 1895.

APPENDIX I.—INSPECTION OF SCHOOLS, 1895.

1. List of Inspectors.

Name.	Jurisdiction.	Post Office.	*Salary.
			\$ c.
M. J. Kelly, M.D., LL.B.	Brant; City of Brantford, Town of Paris.....	Brantford	978 00
W. S. Clendening	Bruce, East; Towns of Walkerton, Wiarton, Villages of Chesley, Paisley, Tara.....	Walkerton	1,270 00
Alexander Campbell.....	Bruce, West; Town of Kincardine, Villages of Lucknow, Port Elgin, Southampton, Teeswater, Tiverton	Kincardine	1,330 00
Archibald Smirle	Carleton; Villages of Hintonburgh, Ottawa East, Richmond	Ottawa	1,620 00
Nathaniel Gordon	Dufferin; Town of Orangeville, Village of Shelburne	Orangeville ...	1,100 00
Arthur Brown.....	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Morrisburg	1,137 50
W. E. Tilley, M.A.	Durham; Towns of Bowmanville, Port Hope, Villages of Millbrook, Newcastle.....	Bowmanville ..	1,390 00
Welbern Atkin	Elgin; Town of Aylmer, Villages of Dutton, Port Stanley, Springfield, Vienna	St. Thomas....	1,525 00
Theo. Girardot	Essex, No. 1; Town of Sandwich, Village of Belle River	Sandwich.....	1,000 00
D. A. Maxwell, M.A., LL.B., Ph.D.....	Essex, No. 2; City of Windsor, Towns of Amherstburg, Essex, Leamington, Walkerville, Village of Kingsville	Amherstburg ..	1,102 50
William Spankie, M.B....	Frontenac; Villages of Garden Island, Portsmouth.	Kingston	1,505 00
Donald McDiarmid, M.D.	Glengarry; Villages of Alexandria, Lancaster, Maxville	Maxville	978 75
Andrew Grier	Grey, East; Town of Thornbury	Thornbury	940 00
Thomas Gordon	Grey, West; Town of Owen Sound.....	Owen Sound ..	1,325 00
N. W. Campbell.....	Grey, South; Towns of Durham, Meaford, Villages of Dundalk, Markdale	Durham	1,250 00
Clarke Moses	Haldimand; Villages of Caledonia, Cayuga, Dunnville, Hagersville	Caledonia	1,180 00
Benjamin J. M. Freer, M.A.	Haliburton and North-East Muskoka; Villages of Huntsville, Minden	Minden	605 00
J. S. Deacon	Halton; Towns of Milton, Oakville, Villages of Acton, Burlington, Georgetown	Milton	1,395 00
William Mackintosh.....	Hastings, North; Villages of Madoc, Stirling	Madoc	1,443 75
John Johnston.....	Hastings, South; City of Belleville, Towns of Deseronto, Trenton, Village of Wallbridge.....	Belleville	1,560 00
David Robb.....	Huron, North; Towns of Clinton, Seaforth, Wingham, Villages of Blyth, Brussels, Wroxeter..	Clinton	1,390 00
J. E. Tom.....	Huron, South; Town of Goderich, Villages of Bayfield, Exeter	Goderich	1,417 50
Rev. W. H. G. Colles ...	Kent, East; Towns of Bothwell, Ridgetown, Village of Thamesville	Chatham	1,100 00
Robert Park.....	Kent, West; Towns of Blenheim, Dresden, Wallaceburg, Village of Tilbury Centre	Chatham	1,040 00
C. A. Barnes	Lambton, No. 1; Villages of Alvinston, Arkona, Thedford, Watford, Wyoming	London	1,067 00
John Brebner	Lambton, No. 2; Towns of Petrolia, Sarnia, Villages of Oil Springs, Point Edward	Sarnia	1,546 66
F. L. Michell, M.A.....	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls, Village of Lanark	Perth	1,800 00
William Johnston, M.A. .	Leeds, No. 1; Town of Gananoque, Villages of Athens, Newboro'	Athens	1,130 00
Robert Kinney, M.D.....	Leeds, No. 2; Town of Brockville	Brockville	1,050 00
T. A. Craig.....	Leeds, No. 3, and Grenville; Town of Prescott, Villages of Cardinal, Kemptville, Merrickville ..	Kemptville	1,020 00
Frederick Burrows.....	Lennox and Addington; Town of Napanee, Villages of Bath, Newburgh	Napanee	1,370 00
J. B. Grey	Lincoln; City of St. Catharines, Town of Niagara, Villages of Beamsville, Grimsby, Merriton, Port Dalhousie	St. Catharines .	1,215 00

* In some instances travelling expenses are included.

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			\$ c.
John Dearness	Middlesex, East; Villages of London West, Lucan	London	1,320 00
H. D. Johnson	Middlesex, West; Towns of Parkhill, Strathroy, Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	Strathroy	1,250 00
J. J. Wadsworth, M.A., M.B.	Norfolk; Town of Simcoe, Villages of Delhi, Port Dover, Port Rowan, Waterford	Simcoe	1,400 00
Albert Odell	Northumberland; Town of Cobourg, Villages of Brighton, Campbellford, Colborne, Hastings.	Cobourg	1,452 00
James McBrien	Ontario; Towns of Uxbridge, Whitby, Villages of Beaverton, Cannington, Port Perry	Prince Albert..	1,720 00
William Carlyle	Oxford; Towns of Ingersoll, Tilsonburg, Woodstock, Villages of Embro, Norwich	Woodstock	1,715 00
Allan Embury	Peel; Town of Brampton, Villages of Bolton, Streets- ville	Brampton	1,200 00
William Alexander	Perth; City of Stratford, Towns of Listowel, Mitchell, St. Mary's, Village of Milverton...	Stratford	1,575 00
J. C. Brown	Peterborough; Villages of Apsley, Ashburnham, Havelock, Lakefield, Norwood	Peterborough .	1,315 00
W. J. Summerby	Prescott and Russell; Villages of Casselman, Hawkesbury, L'Orignal, Rockland	Russell	1,100 00
Odilon Dufort (Assistant)	Prescott and Russell; French Schools	Curran	500 00
G. D. Platt, B.A.	Prince Edward; Town of Picton, Village of Wel- lington	Picton	970 00
R. G. Scott, B.A.	Renfrew; Towns of Pembroke, Renfrew, Villages of Arnprior, Eganville	Pembroke	2,010 00
J. C. Morgan, M.A.	Simcoe, North; Towns of Barrie, Midland, Orillia, Penetanguishene	Barrie	1,300 00
Rev. Thomas McKee	Simcoe, South; Towns of Alliston, Stayner, Villages of Allandale, Beeton, Bradford, Creemore, Tottenham	Barrie	1,330 00
Isaac Day	Simcoe, East, and West Muskoka; Town of Graven- hurst	Orillia	1,100 00
Alexander McNaughton ..	Stormont; Town of Cornwall	Cornwall	1,050 00
J. H. Knight	Victoria, East; Town of Lindsay, Villages of Bob- caygeon, Omemee	Lindsay	767 25
Henry Reazin	Victoria, West, and South-East Muskoka; Town of Bracebridge, Villages of Fenelon Falls, Woodville	Lindsay	1,671 50
Thomas Pearce	Waterloo; Towns of Berlin, Galt, Villages of Ayr, Elmira, Hespeler, New Hamburg, Preston...	Berlin	2,010 00
J. H. Ball, M.A.	Welland; Town of Thorold, Villages of Chippawa, Fort Erie, Niagara Falls South, Port Col- borne	Welland	1,224 00
D. P. Clapp, B.A.	Wellington, North; Towns of Harriston, Mount Forest, Palmerston, Villages of Arthur, Clif- ford, Drayton	Harriston	1,100 00
J. J. Craig	Wellington, South; Villages of Elora, Erin, Fer- gus	Fergus	1,100 00
J. H. Smith	Wentworth; Town of Dundas, Village of Water- down	Hamilton	1,224 00
A. B. Davidson, B.A.	York, North; Towns of Aurora, Newmarket, Vil- lages of Holland Landing, Richmond Hill, Sutton	Newmarket....	1,080 00
David Fotheringham	York, South; Towns of North Toronto, Toronto Junction, Villages of East Toronto, Markham, Stouffville, Weston, Woodbridge	Toronto	1,186 00
Donald McCaig	District of Algoma; Towns of Fort William, Gore Bay, Little Current, Port Arthur, Rat Port- age, Sault Ste. Marie, Thessalon, Villages of Day Mills, Keewatin	Collingwood ...	1,500 00
Rev. George Grant, B.A. .	Districts of Nipissing and Parry Sound; Towns of Mattawa, North Bay, Parry Sound, Sudbury, Villages of Burk's Falls, Sundridge	Orillia	1,500 00

List of Inspectors.

Name.	Jurisdiction.	Post Office.	Salary.
			\$ c.
Wm. Tytler, B.A.	City of	Guelph	500 00
W. H. Ballard, M.A.	"	Hamilton	2,000 00
W. G. Kidd	"	Kingston	1,400 00
W. J. Carson	"	London	1,300 00
John C. Glashan	"	Ottawa	2,000 00
John McLean	"	St. Thomas	240 00
James L. Hughes	"	Toronto	3,000 00
W. F. Chapman	"	"	1,700 00
Rev. A. McColl	Town of	Chatham	400 00
Donald McCaig	"	Collingwood	150 00
C. W. Chadwick	Forest	Toronto	50 00
Rev. S. H. Eastman	"	Oshawa	79 27
Alexander Wherry	"	Peterborough	1,100 00
Thomas Hilliard	"	Waterloo	80 00
The Hon. Richard Harcourt, M.A., M.P.P., Q.C.	Welland and Niagara Falls	Toronto	160 00
	Total salaries		90,610 68

Separate School Inspectors.

James F. White, Toronto.

Wm. Prendergast, B.A., Toronto.

County Model School Inspector.

John J. Tilley, Toronto.

High School Inspectors.

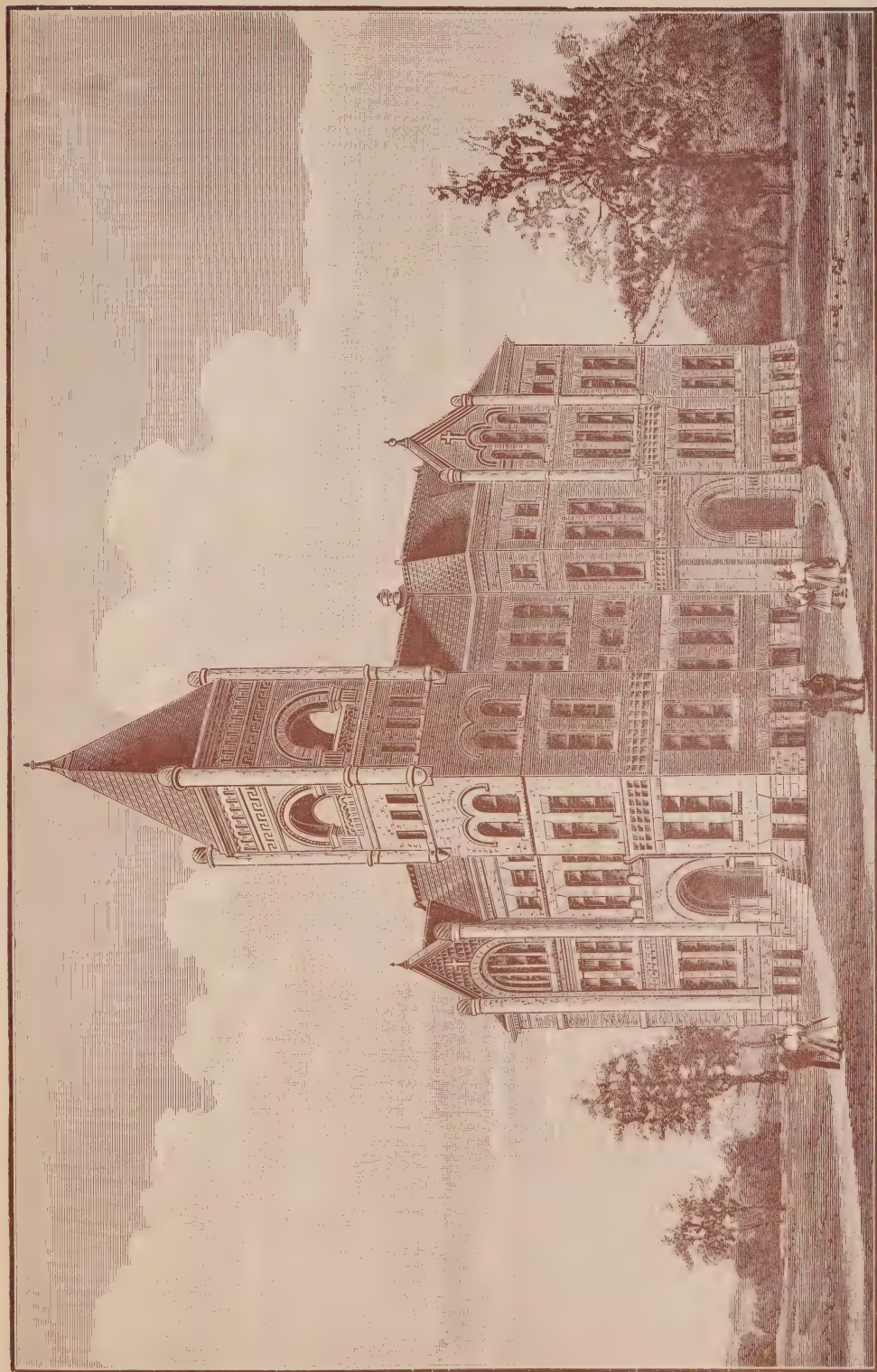
John E. Hodgson, M.A., Toronto.

John Seath, B.A., Toronto.

School of Pedagogy.

Principal—James A. McLellan, LL.D., Toronto.

Vice-Principal—I. M. Levan, B.A.



TORONTO JUNCTION HIGH SCHOOL.

2. *Remarks of Inspectors on the Sanitary Condition of Schools.*

COUNTY OF BRUCE, EAST.

W. S. Clendening, Esq., Inspector.

Teachers.—From my observations I would say the teachers as a class enjoy good health, and are not the peculiar victims of any particular disease.

Until of late years sanitary principles were so little regarded in the construction of rural schoolhouses that desirable ventilation is in many instances almost impossible, yet it does not seem to seriously militate against the general good health of our teachers. This result may be accounted for in part by the great majority of them being young and vigorous and such a small percentage remain in the profession for any lengthened period.

Of the 117 days lost by sickness thirty-five days were lost by one teacher, fifty-two days by five other teachers, leaving only thirty days to be lost by eighty-four teachers.

Pupils.—Though there are scarcely any organized sporting clubs, still football and baseball are quite commonly played on their own grounds; the girls often indulging in the latter as well as the boys. There is great difference in the heartiness and activity of children at play, but I met with no instance which could be called indifference to play.

Glasses are more common than ten years ago, but I have not observed that their necessity is any greater, rather that the people are better acquainted with their utility.

Schoolhouses.—Of the thirty-two schoolhouses not whitewashed during 1895, quite a number are kalsomined, boarded or papered. The attention given to whitewashing and scrubbing, compared with even five years ago, is quite encouraging.

Sweeping, as a rule, is well attended to, dusting not so well, but in about half of the schools the work is done by the pupils; no caretaker being employed.

School Grounds.—Several sites have no well, but the water supply is obtained from a spring or pump near by. Such instances I have counted as having wells in good condition.

The tidiness of the sites and fencing is only fair. Some have walks between the road and the schoolhouse, and some between the schoolhouse and pump, but as a rule rural sites have no walks at all.

We have a few instances where the sites are not large enough for the amusement of the children.

The closets generally have pits, but of late years quite a number are provided with drawers.

Permit me to observe, in conclusion, that the answers to such questions as "How many schools whitewashed or scrubbed during 1895," "Number of cases of epidemic diseases," etc., are only an approximation, because the questions were asked in some schools early in September, and in other schools toward the end of the school term. Also, that inspectorates composed in part of new or weak townships, such as are found in the Indian Peninsula, cannot present as favorable reports as inspectorates more favorably situated.

COUNTY OF BRUCE, WEST.

A. Campbell, Esq., Inspector.

Teachers.—The health of the great majority of the teachers of this inspectorate is very satisfactory. With the exception of a few cases of influenza, there has been very little sickness during the past year. In teaching hygiene in the school-room, the teachers study the general principles that are conducive to good health with most beneficial results. In cases where there is no structural provision for ventilation, the defect is remedied to a certain extent by having a good fire, and by keeping the windows slightly lowered from the top whenever practicable. I may add that the time which the greater proportion of the teachers remain in the profession is too short to afford a sufficient test of the consequences of unsanitary conditions.

Pupils.—Thirty-six pupils are reported to be feeble. Most of these are quite young, and except in cases that can be traced to heredity, they will no doubt grow stronger as they advance in years. Headaches are caused more frequently by indigestion than by the defects of the school-room. No serious cases have been reported.

I found nine pupils wearing spectacles, and about six more have slight symptoms of myopia. I do not think there is any increase in the number of cases of this kind during the last ten years.

I found a few cases of stooping and rounded shoulders, the result no doubt of unsuitable desks and seats. I did not find any cases of spinal curvature. In a large number of schools the desks and seats are excellent. The teachers as a rule are exercising commendable vigilance to prevent any injurious habits and improper positions on the part of pupils at their work.

During the last few years, the rural schools, with very few exceptions, have not suffered from overcrowding. In one school, with two departments, the attendance has been entirely too large for two rooms. After a good deal of urging and pressure, the trustees are now providing better accommodation by building an additional room.

The number of organized sporting clubs is very small, only twenty. It is a difficult matter to keep them up in rural schools, as the children that attend during the summer months are very young. The favorite games among boys are baseball and football.

Schoolhouses.—The arrangements made for sweeping, scrubbing and whitewashing are not satisfactory. In many instances the pupils sweep the rooms, and it is almost impossible to convince the trustees, in many cases, that it is their duty to make any provision for this important business. By the voluntary efforts of pupils the work is well done. In a large number of cases the trustees employ a caretaker. All the rooms were carefully swept and dusted every day, with the exception of one, which was for a short time swept only three times a week. There is more attention paid to the importance of cleanliness than there was some years ago. Several rooms were scrubbed three times during the year, and all the rooms except eight were scrubbed at least once. I find it almost impossible to convince trustees of the necessity of whitewashing the rooms once a year. Forty-four schools were not whitewashed in 1895. Some of these, however, were whitewashed the year before, and most of the remainder were kalsomined some years ago.

School Grounds.—There is a steady improvement in the appearance and condition of the most of the school grounds and outbuildings. The forty-five placed in grade I. are upon the whole quite creditable. With proper underdraining, and some more improvements, about six more might be placed in grade I. Of the twelve placed in grade III., there was a very unfortunate choice made when they were selected. A few are too small, and from the nature of the ground they cannot be enlarged. Some are on the side of a hill, and consequently very unsuitable for a school yard.

There are 1,104 shade trees in a healthy condition, and very pretty flower beds are quite numerous.

The closets are not yet in a satisfactory state, but I am able to report a considerable improvement during the last few years. Trustees and teachers are being constantly urged to keep the closets in a proper condition, and in nearly all the municipalities the boards of health are rendering most valuable assistance.

Grading of Schoolhouses.—There is a marked improvement in the schoolhouses of West Bruce during the last ten years. Some very fine buildings have been erected during that time. Of the thirty-eight placed in grade I., two are built of stone and thirty-one of brick. They are commodious and substantial, and some of them are not only suitable, but also very attractive. Of the forty-four frame buildings which make up the remainder reported, five are placed in grade I. on account of their being large and comfortable. The most of the fourteen in grade III. are small and somewhat uncomfortable. The steady improvement in the matter of new schoolhouses is highly gratifying.

COUNTY OF CARLETON.

Archibald Smirle, Esq., Inspector.

On the sanitary report just submitted to your department, I desire to make the following observations:—*First*, of the one hundred and twenty-one teachers employed during the year 1895 in the rural schools of this inspectorate, I find but four who are not in the enjoyment of good health; and in these cases it appears to me a constitutional weakness, rather than any ailment incident upon defects in either the school-room or its surroundings. Although my report shows but seventy-seven (77) who have fixed rules for exercise, it must not be inferred that the remaining forty-four (44) altogether neglect a matter of so much importance. Many of them are compelled to walk regularly from half a mile to a mile to reach their boarding-house, thus averaging about two miles daily. Any young lady performing this feat, can scarcely be said to neglect physical exercise. Our young men require no urging in such matters. In this age of bicycles the tendency is rather to excess than neglect of exercise.

That our teachers and pupils are much inconvenienced through imperfect means of ventilating their close-rooms, goes without saying in many instances; but if permanent injuries have, to any considerable extent, resulted from this, my most careful observations and inquiries have failed to elicit the fact. Our teachers are alive to the advantage of an abundant supply of fresh air, and although "structural ventilation" has been overlooked in many of our best schoolhouses, there are but few in which the windows cannot be let drop a few inches from the top, thus affording a ready means of securing a frequent change of atmosphere. This plan is neither very convenient nor very safe, but until cheaper modes of combined heating and ventilating are devised, I fear that the rural schools must depend largely upon their windows, and the judgment of their teachers. I have observed no disease peculiar to the teaching profession. The few cases of defective vision that have come under my notice were not traceable to the school-room. When the defect was not natural, it could usually be accounted for through excessive work in lamp-light, or accidental injury.

Certainly our teachers are not working under the most favorable conditions, but when contrasted with the conditions under which public school work was done ten years ago, no one can fail to see that marked progress has been made.

Second—My report reveals the fact that thirty-five (35) pupils have attended our schools during the year, who, from various causes, are under the necessity of wearing spectacles. In the course of my fall visit, out of three thousand eight hundred (3,800) pupils in actual attendance, the number wearing glasses was ten. The remaining twenty-five (25) had been at school some time during the year, but not being present on the occasion of my visit, I am unable to say to what causes their infirmities may be attributed. In all cases that I had an opportunity of examining or inquiring into, it was quite

evident that the defect was due either to malformation, or to the effects of some disease, such as measles or nervous troubles. I believe, however, a finer test would show that many who do not wear glasses have vision more or less impaired.

From my enquiries, however, it appears that out of an enrolment of, say seven thousand (7,000) thirty-five (35) wear glasses. This is one in two hundred or one-half of one per cent.; certainly not an alarming state of affairs, and as far as my memory serves me, not in excess of ten years ago. Seventy-two (72) pupils bore signs of a weak constitution. Curvature of the spine, resulting from defective seating is rarely met with, but here and there a predisposition to rounded shoulders could be readily detected. No causal connection between these defects and habitual tendencies in school could be determined. As to prevalent diseases, scarlet fever was epidemic in sixteen (16) sections, diphtheria in twelve (12), measles in four (4), and typhoid fever in one (1), whooping cough being more or less general in many. In none of these instances could the origin of the disease be clearly traced to the school, but its dissemination and persistence may, in some measure, have been the result of carelessness or indifference on the part of the local school authorities.

Regularly organized sporting clubs exist in ten (10) sections, but in addition to this each season revives its round of games and exercises, into which nearly all our boys and girls enter with vigor and enthusiasm. Only sixty (60) pupils in the whole county were found indifferent to the attractions of the field and the playground.

Third—In cleanliness, tidiness and appointments generally, the schools afford evidence of an increasing interest and solicitude on the part of the people. Practically every room is swept daily. Only twelve (12) schools had not been scrubbed during the year, and nearly all of these are located on sandy ground, rendering frequent scrubbing unnecessary, in fact some of these appeared cleaner than those regularly washed. Of the forty-nine schools not whitewashed, quite a number are new, and being neatly finished in V-joint lumber, and either painted or stained and varnished, the use of the whitewash brush has been superseded.

The absence of structural ventilation will, no doubt, attract attention, but as I have already hinted, a fair system of window ventilation exists in nearly all the schools, and in addition there is usually an opening in the ceiling which can be made very serviceable in this respect. Roughly graded the schoolhouses stand as follows:—Forty-three (43), excellent; fifty-three (53), fairly good, and sixteen (16), poor.

Fourth—The school sites, as a rule, are of half-acre dimensions, many, in form a square, some oblong and four or five irregular. With few exceptions there is a lamentable want of taste displayed in laying out and ornamenting the grounds. Notwithstanding the large number of healthy trees reported (1,134), I feel safe in saying that one-half the school grounds are practically without shelter. Fences and gates are too often neglected, and in consequence the efforts of teacher and pupils to cultivate flower-plots have in most cases proved abortive. On the condition of the latrines I may say, encouraging signs of improvement have been noted in recent years. At the same time I must report that the inadequacy of present provisions, is in general a most serious menace to the health and morals of our public school pupils. It is with great difficulty that anyone can be found in the rural districts who will undertake the work necessary to maintain the closets in a sanitary condition, and I am of opinion that on this account the desired standard cannot be reached without the appointment of township scavengers. This is a matter in which the local boards of health might fairly be assigned a joint responsibility.

COUNTY OF DUNDAS.

Arthur Brown, Esq., Inspector.

Teachers.—The Number.—There are more female than male teachers. This affects the results. Fewer of the older boys and girls attend schools when under the charge of female teachers, and there is less efficient supervision of the out-of-door sports and conduct, and of the school grounds and appurtenances. Doubtless there are some compensations.

Age and Experience.—The average age of the teachers is twenty-four years, and experience, four and a half years. The average age would be still less, and the average experience would be reduced to three and a half years, if we left out of account four teachers between forty and fifty years of age.

Health.—The statistics show that the teachers of this county are in possession of more than commonly vigorous health. But four are reported of inferior health, and one of those has taught but four months. Of the eighty-four days lost through illness, forty-five days were lost by four teachers, in consequence of attacks of influenza, which leaves the average lost time for the remainder of the teachers at *half a day*. In no case have I been able to find that defects in the school-room caused the illness. Two things contribute to produce this most satisfactory condition: The thorough and regular physical drill in the gymnasium of the Collegiate Institute, and the thorough teaching of hygiene at the Model School, so that most of the teachers pay *habitual* attention to physical exercise, and to the proper ventilation of their school-rooms.

The Pupils.—Sight and Hearing.—Only two children were found wearing glasses, but several others should have had them. Myopia may be becoming more common in towns and villages, but I believe the reverse is the case in the rural sections. Fifteen cases of defective hearing were reported.

Health.—I found the children generally wholesome, ruddy, vigorous, and remarkably few of them pale and languid. Less than three per cent. are reported as feeble or delicate, but it is to be remembered that a larger percentage of these are likely to be *absent* on any given occasion, than of the healthy ones. I believe that the 279 cases of headache should be greatly discounted—children are apt to exaggerate. The greater part of these were in a few schools, some overcrowded and all ill-ventilated. The remedy is obvious.

All but five or six of the twenty-four cases of epidemics were whooping-cough.

Sports.—Four organized sporting clubs are as many as could be expected, outside of the villages, but in many sections football is a standard game, and in nearly all, outdoor active games and plays are participated in by girls as well as boys.

Schoolhouses.—Accommodation.—On a basis of average attendance twenty-six school-rooms, and on a basis of enrolment, sixty school-rooms have not the required air space. The former is too low and the latter too high; taking the highest attendance as a fairer standard, there are forty-one rooms that fall below requirements. In nearly as many, the floor space is quite too small.

Cleanliness.—I am glad to say that sixty schoolhouses are finished throughout the inside in wood, and painted, so that only twenty-seven have plastered walls and ceilings, and ten of these were whitewashed during 1895. All but twelve are swept daily, and all but three were scrubbed during the year. Several floors are kept painted, and I hope to see this become a general practice, for many considerations, particularly because it puts an end to wide cracks in the floor, filled with dust.

Desks.—Sixty per cent. of the rooms are supplied with improved iron desks, graded sizes, and in the remaining rooms the desks are very much better than the wooden boxes that they have superceded.

Lighting and Ventilation.—But six rooms have structural appliances for ventilation, and but nine have windows on weights, but nearly all the rest have the windows arranged so as to let down from the top, which although inconvenient, answers the purpose tolerably well. Very few windows are without blinds, though only about half have *good* ones. This is a matter that a brief time will put right.

School Grounds.—Elevation.—Too many of the sites are low and flat, the location having been determined by the “nearest point to the centre” of the section. Eight sites are bad, quite unfit for the purpose. Very few of those having sufficient elevation have been smoothed and graded.

Walks.—Some have walks from the gate to the door, but only five are fully equipped in this respect.

Fences.—These are generally in an unsatisfactory condition, and even when put in good repair, remain so but a short time. I report but fourteen as excellent, and a number have no fence in front at all.

Shade Trees.—The institution of Arbor Day has given an impetus to tree-planting, and I think there are not more than half a dozen sites without trees, and in many cases the trees have acquired dimensions that give a grateful shade and beautify the grounds. The number reported by actual count averages twelve trees to a site.

The Closets.—These are generally in a disgraceful condition. I report seventy out of 156 as good, but even these are not what they might be, and I may say that none are disinfected. The utmost I can secure is their being put in fair condition once a year, and in many cases only after withholding the school grant; at my next visit I find them in the old condition again. I am thoroughly convinced that but one means is available to secure a good condition of grounds and appurtenances. That means I refer to elsewhere.

Grading.—In grading the school grounds, I have taken into account, size, elevation and grading; fences and gates as to suitability and repair; trees; closets, as to repair and cleanliness; and location and screening. Only seven come up to No. 1, but a considerable number of those rated as No. 2, by a moderate outlay of time and money would be raised to No. 1.

SUGGESTIONS.

Although these are not asked for, they grow so immediately out of the points hereinbefore referred to, that I venture briefly to give some.

(1) Trustees should be required to submit plans and location of a new schoolhouse to the inspector for approval, before letting the contract. His disapproval *after the building is finished* does not remedy bad plans and small size.

(2) The style and material of school furniture should also be made subject to his approval. At present local workmen put in inferior, or useless home-made imitation of good desks, etc., etc.

(3) A new school site should in all cases be subject to the approval of the Inspector. He now has a voice only when a majority of the ratepayers and a majority of the trustees disagree, which is but seldom.

(4) A special public school grant divided on the basis of *continuous* good condition of schoolhouse and surroundings is, in my opinion, the only means by which a respectable condition of house, grounds, and particularly closets, can be *maintained generally*.

COUNTY OF DURHAM.

W. E. Tilley, Esq., Inspector.

Teachers.—The average age of the teachers of this inspectorate is 24 years, and their average time of teaching five years. Nearly all appear to be healthy, though but few report any regular system of exercise. Very many either use the bicycle freely, or take rather lengthy walks daily.

Pupils.—The summary report deals only with those pupils who were in actual attendance on the days of my visit to the various schools. 32 are given as wearing glasses. There were others—not a large number—who had weak eyes, or were short-sighted, and hence should wear glasses. I have no doubt but most cases of defective sight among our pupils may be accounted for either by our imperfectly lighted school-rooms, or the bad type used in some of our text-books. Blinds are a good thing if properly used, but too often they serve only to cover one-half or more of windows, which, in the first place, are both too few and too small. A large proportion of our rural pupils take their dinners with them in the morning, and are hence from home not less than eight hours each school day, hence the importance of good school-room and school-yard conveniences.

Schoolhouses.—A number of our schools are in good repair and in every way very suitable for school purposes, but too many are not what they should be in many respects, but especially in the matter of warmth and ventilation. A rural school-room is seldom easily heated in winter, as the walls are all exposed to the weather. This difficulty is of course increased when the foundations and walls are defective, the windows loose or panes of glass broken, the doors out of repair or lacking proper fastenings, and the floor thin and worn through in some places. But few of our rural schools are properly ventilated. Only in a few instances are the windows on weights.

School Grounds.—The usual size of the school grounds in rural sections is one-half acre. The water supply is, too often, far from being satisfactory; in some yards there is no well, and frequently where a well has been provided, the water is unfit for use. The closets commonly are too small, too much exposed, rough in construction, and in a few cases untidily kept. They are sometimes without doors that can be properly fastened, or walks leading to them, and in winter fill in with snow, or partially so, and become unfit for use.

COUNTY OF ELGIN.

Welbern Atkin, Esq., Inspector.

Teachers.—From the tabular report it will be seen that the great majority of Elgin rural teachers enjoy excellent health. The ill health of the few is not to be attributed to the unsanitary condition of schoolhouses, but rather to the fact that they do not take proper care of themselves, in taking proper exercise, and in other directions. In not more than half a dozen instances did I find the houses badly ventilated. There seems to be no disease peculiar to the teachers in Elgin.

Pupils.—The health of pupils is particularly good. Only seventy-six appear to be weakly, and this I believe is not due to defect in the schoolhouses. Only twenty-four wear glasses, and I am inclined to think all who need them are provided. Light is always sufficient. The defect is in the fact that cross lights so affect the blackboard that writing thereon cannot be seen from all parts of the room. Teachers soon gain such experience as enables them to properly shade the windows. Only twenty-two have defective hearing. Generally the children have good physique. I find no cases of spinal curvature, and very few instances of rounded shoulders. Our teachers are generally vigilant in

this direction, giving a good deal of attention to physical culture. As seen by the tabular report, only ten sporting clubs are organized among the boys; nevertheless almost all engage in active games.

Schoolhouses.—Generally school rooms are very satisfactory. Only five of the 102 are below the regulation requirements in cubic contents. While 58 are reported not whitewashed in 1895, with five or six exceptions these were whitewashed in 1894. In most cases satisfactory arrangements are made by the trustees for scrubbing and sweeping. The seats and desks, with three exceptions, are satisfactory. While eighty rooms are reported without structural ventilation, these are ventilated by trap doors in the ceilings, and a change of air is secured by the lowering of the windows.

Grounds.—Six of the 102 sites are below the regulation requirements in size. A few are untidy, though the sites are generally satisfactory in this respect. The grounds are generally well drained. Walks are provided in most cases from the gates to the doors, but there is a great lack of walks from the houses to the closets. The closets are generally well looked after. Feeling the importance of the effect that the neglect in this respect may have on the morals of the children, I always inspect the closets and report to the trustees. While thirty-eight instances appear where closets are not screened, the fences dividing the yards back of schoolhouses screen them from each other. I report with confidence in this particular because of the unremitting attention I have given it.

Grading of Houses—Grade I. Fifty-three houses. Substantial. Comparatively new; brick or wood; newly painted; furniture satisfactory; neat and clean.

Grade II. Forty-three houses. Older; not kept properly painted; some defect in windows, doors, furniture, walls or ceilings.

Grade I. Six houses. Not substantial houses; not comfortable; cold in winter; should be replaced by new ones.

Grading of Sites.—Grade I. Sixty-nine. Sufficient in size; good fences and gates; satisfactory walks and closets; provided with sufficient shade trees.

Grade II. Twenty-seven. Poor fences or gates or closets; lack of walks or shade trees.

Grade III. Six. Too small; poor fences, gates or closets; lack of walks or shade trees.

COUNTY OF ESSEX, SOUTH.

D. A. Maxwell, Esq., Inspector.

Teachers.—You will notice by the small number of days (64) lost by sickness during 1895 that the health of the teachers in this district is good. The sickness during the greater part of this time was caused by two cases of mumps, one of scarlet fever and one of typhoid fever—three of which are not preventable. While there was not much absence from school, by illness, there were several cases of slight indisposition, caused by so-called "biliousness," which is indigestion brought on by injudiciousness in eating and exercising. Nearly all the teachers tell me they "take a walk," but on close inquiry I find the "walk" may be but short and without a purpose, beyond "a walk." This is not sufficient for exercise, for, not having a purpose, they soon weary of the exercise, and fail to break away enough old tissue to allow recuperation to be active. There is great need for more careful instruction in the laws of health. There is a small "gymnastic arrangement," consisting of a light iron frame, weights, pulleys and cords, suited to small rooms, that is of great value to sedentary people. I am satisfied that nearly all the teachers' diseases are induced or aggravated by injudicious dieting and a lack of well-regulated exercise, causing indigestion and constipation, thus fouling the whole system. Attention to these matters and a better use of such means as may be extemporized for ventilating the school-room and the sleeping apartment would do much to maintain the teacher's health or to improve it.

Pupils.—I have found many children suffering from headache, the causes being crosslights in the school-room, glossy blackboards, over-exertion from the distance travelled to school, injudicious dieting, and constitutional derangement with girls attaining the age of puberty. Headache prevails more with girls than with boys. Only five wear glasses, but quite a number are "short-sighted." The defect was not noticeable in using a book, but was in reading from a blackboard. As I have at nearly every visit insisted on pupils maintaining easy but correct positions, teachers are in general careful in this matter, so that I have not noticed more than six or seven cases of tendency to round shoulders or spinal curvature in the eighteen years I have been in this county. The seating is generally well suited to the ages of the children, but teachers frequently err, in seating them, when they try to have all members of the same class sit in the same vicinity.

Games.—Football, baseball and running games prevail largely in the rural schools. We have sought to encourage such exercises for the school as a whole, but we have not encouraged the formation of clubs. The tendency in clubs is to be too select, too clannish, too much against the cultivation of a spirit of helpfulness to the less favored of the race. Not the love of the game for its helpfulness is engendered, but the desire to excel some other club, hence every boy who in any way would be a weakness to the club is excluded from it. Rivalry of clubs leads to unnecessary expense and to distraction of attention from work. The principal in one of our village schools has for two years had great difficulty in getting his fourth class boys to work well in school, because they had "club-on-the-brain." Our experience has been unfavorable to the formation of clubs for games. The fact that in most of our schools the manly games are followed without the manly vices accompanying "clubs" is to us sufficient proof that "clubs" are not to be encouraged. The spirit of the game can be secured without the introduction of the vices of the club. Eternal vigilance is the price of virtue with the young.

Schoolhouses—In all but three cases, sweeping is done by caretakers, after school hours, dusting being done in the morning. Scrubbing is in most cases done in summer holidays only. Whitewashing is done once in two or three years. Several of the schoolhouses are ceiled with varnished native wood, and are not supposed to need whitewash. Two or three buildings are neatly papered and appear quite homelike. I do not think these are desirable, because the dampness necessarily existing on the walls holds dust, in which disease germs may propagate. Plastered walls are warmer than ceiled ones and more easily disinfected than either ceiled or papered ones. It is respectfully recommended that school authorities shall be required (1) To scrub or wash the school-room floor monthly; (2) To whitewash or kalsomine the walls and ceiling annually.

Grounds.—While twenty-eight of the school premises contain only one-half acre each, the rest contain from three-quarters of an acre to an acre and a-half each, giving an average of nine-elevenths of an acre per school. It seems to me that no school enclosure should contain less than an acre; and when there are more than forty pupils, that there should be an acre and a-half, that there may be room for four sets of games suited to the sizes of the pupils—two for girls and two for boys. On a small ground there is of necessity an intermingling of larger and smaller children and of boys and girls, frequently causing accidents and irritation of temper, etc., which should be avoided. We have had great difficulty in getting trustees to enlarge the school premises beyond the half-acre. There is only one school—that on Point Pelee—where children play on the roadway. The schoolhouse is in a red cedar grove, the school grounds being unlimited or unfenced. The unsurveyed roadway passes through the only clear space near the schoolhouse.

Closets.—especially those for boys, are not well kept. The powers given the inspector are not sufficient to secure care in this particular. "Boards of health" are not active enough in enforcing the law, so that it is useless to appeal to them. Give the inspector power to bring the delinquents before the magistrate, or to withhold the school grant, and better results will be secured, without more friction than exists now. Probably if the law would compel "boards of health" to proceed against the trustees when the inspector prefers a charge or makes a complaint in such cases, much good would result.

COUNTY OF GLENGARRY.

D. McDiarmid, Esq., Inspector.

Teachers.—The insufficient sum generally paid teachers for their services, is the chief reason for the shortness of the average time spent by them in teaching, as well as the principal factor causing the disproportionate number of the sexes, found in the ranks of the teaching profession,—in which the female largely outnumbers the other sex.

The state of the health of the teachers was good, notwithstanding that only seven out of eighty-three, were reported as having devoted a certain time to the taking of physical exercise. However it must not be supposed that the remainder neglected this absolutely necessary means for the vigorous development of their bodies and the keeping of their functions in a healthy condition. In addition to the long walks needed to reach the schoolhouses and return to their lodgings, many of them took part in the games in which their pupils were engaged.

The teachers who had been for a long time in charge of schools, enjoyed as good health as those who lately entered on their school duties. That they did not suffer in health from occupying school-rooms in which violations of sanitary laws daily occurred, may be accounted for in that these are often found on high, dry and hard sites, near clumps of trees, and at some distance from inhabited dwellings.

Ventilation.—It is true that in a large number of the schools, no special provision has been made for the ingress of fresh air and the outlet of that vitiated. Notwithstanding this lack it is very rarely, that a person entering a fully occupied rural school-room, can detect any indication of the presence of foul air. In summer the open windows and open doors permit a free interchange of the external air and that in the school-rooms. While in winter the glowing wood fires in the stoves, keep up a constant movement of the air, that escaping through the fire and chimney, being replaced by an equal volume, entering alongside of the loosely fitting windows and doors.

During the spring and autumn months a considerable quantity of dust is daily deposited on the school-room floors, from the mud adhering to the children's shoes. The movements of the classes cause some of it to be mixed with the air, which when breathed, must be injurious to the occupants of the rooms.

The almost invariable good state of health enjoyed by the teachers, is in no small measure due to their regular habits.

Pupils.—The pupils of the schools of the County of Glengarry, are mentally and physically equal to their predecessors.

It is very probable that the number of our children wearing spectacles, would be much greater, than reported, were the parents influenced by the opinions of inexperienced medical practitioners calling themselves eye specialists.

Physical defects are seldom seen in the pupils who are comfortably clad and well nourished. From infancy they spend a great part of the day in the open air, helping at the never-ending round of work going on at their homes, or engaged in the sports which are suited to the various seasons, such as "coasting," "skating," "shinty," "lacrosse," "base-ball," "foot-ball," etc. They who have thus been accustomed to the extremes of temperature, incident to our very changeable weather, do not appear to have been injuriously affected by the unsanitary state of some of their surroundings.

School houses.—Internally the walls and ceilings of not a few of them, are lined with narrow painted or oiled planed and grooved lumber. Others have the ceilings and the upper parts of the walls lathed and plastered, while the lower parts of the walls are wainscotted. A very few samples of the whitewashed hewn logs forming the walls, may still be seen.

The floors were swept daily by the pupils, the few exceptions when this was not the case, were those in which this duty fell to the lot of the caretaker. Persons were employed to scrub the floors at uncertain periods which were not so frequent as could be desired.

The school-rooms were generally clean, especially in the winter and during dry weather.

A special provision for ventilation, was seldom seen. Communication between external air and that inside, was made by trap doors in the ceilings and by the windows and doors.

Classification of the Schoolhouses.—The schoolhouses may be divided into three grades, those in the first, having been finished externally and internally, in a neat workmanlike manner, of good materials and provided with excellent school furniture and apparatus. Those of the second grade are similarly provided, but from age and use, have not such a good appearance as those in class I. In the third grade the buildings and contents are poor.

School Grounds.—These are commonly well drained, owing to their having been selected from elevated portions of land. Very seldom have proper walks been made, leading from the highway to the schoolhouse door, or from it to the other buildings erected on the site.

A few of the school grounds are enclosed by substantial fences. Others are only partially so,—the portion along the highway being that left unfenced. The area of each is one-half of an acre—some contain more than this and others less.

The closets are not kept in good condition, and occasionally complaints have been made of their being damaged by unknown persons, after school hours.

Trees are yearly planted by the pupils, but as they are not cared for till they acquire a good growth in their new positions, many of them die.

Drinking water is ordinarily obtained from wells belonging to residents of the neighborhood. For obvious reasons the water procured from these, must be more wholesome than that from wells sunk in the school grounds.

In the statistical report the school grounds have been classified as follows, viz :—

1. Those forming a portion of high, well drained lands, and provided with the requisites demanded by the regulations of the Education Department.

2. This class is similar to the first but the requirements are not so good.

3. This includes those in which the grounds are low and either not provided with the necessary buildings, etc., or only with some which are often very inferior.

COUNTY OF GREY, SOUTH.

N. W. Campbell, Esq., Inspector.

Teachers.—In general, the health of the teachers is good. Only one is classed "inferior." Although over 150 days are reported lost through illness, most of these were lost by three teachers, two of whom had typhoid fever and the other malarial or low fever, induced by constitutional weakness. In only three instances is cause of illness attributed to the schoolhouses or school work. The few days lost on account of illness, other than the three above referred to, were generally in consequence of prevailing influenza or other epidemic diseases in many of the sections. Some schoolhouses are too cold in winter for either work or health, but the condition in this respect is gradually improving for the better.

With regard to the ailments incident to the teaching profession, I would say from observation and from enquiry of those who are older in the profession, that the most common are nervousness and throat troubles, the latter deepening sometimes into pneumonia and ending fatally. Most of the teachers have not yet had sufficient experience to be able to give an opinion on this subject that would be of value from an experimental point of view. The following classification of the teachers will show this:—Out of ninety five teachers sixty-two have had not more than five years' experience ; seventeen had from six to ten years ; six had from eleven to fifteen years, and ten had over fifteen years. Those in the first class, as a rule, know nothing of any physical disability arising from or consequent upon their work or surroundings.

One of the great dangers to health which teachers are exposed to in country districts is the distance in very many places of suitable boarding houses from the schools. Very many suffer in this respect, but there does not seem to be any remedy to prevent exposure from this cause.

Pupils. — Out of nearly 3,500 pupils only seventeen wear glasses. I found by tests and enquiries, more than twice this number who should wear glasses, but who do not. My impression is that defective vision is not so common as formerly. This is, I think, owing to the better lighting of schoolhouses and to the dissemination of more accurate information regarding the care of the eyesight. Most of the cases observed were traced to early childhood, or to heredity. In my opinion, parents, as a rule, are ready and willing to provide glasses for their children, as soon as they are satisfied there is need for them.

Owing to the more comfortable modern school desk, there is little spinal curvature, rounded shoulders, or deformity of any kind seen. The statistical report shows some few schools yet unprovided with good seats and desks, but these schools are becoming fewer in number every year.

Many teachers, I regret to say, are, or seem to be totally indifferent as to the position or appearance of their pupils while at their seats. Through this indifference, many pupils acquire a slouchy, ungainly habit of sitting and acting, which cannot but be a hindrance to advancement in life.

As to overcrowding, my experience is that it is evil and that continually. It prevents proper teaching—at best, only superficial work can be done. It induces habits of idleness and disorder, except under a very strong teacher. The pupils become restless and cannot give the attention necessary to successful study. Foul air and consequent irritability, ill-temper and even ill-health are usual accompaniments of overcrowding, especially where teachers are not careful of ventilation during the recesses. As for the enjoyment of the pupils, I think the system of government practised by the teachers has more to do than their surroundings.

There are few organized school clubs in South Grey. Free outdoor games and exercises are the usual amusements in the rural schools. In the summer season when matches could be played, the larger boys are mostly absent, hence the clubs are broken up. It would be better, however, if teachers would take a greater interest in the outdoor sports of the children than they do at present.

Schoolhouses. — As to cleanliness, a great improvement has been made in recent years. Formerly, the majority of the schools were scrubbed but once a year, while many were untouched for even longer periods. That has now been changed. The majority are now scrubbed two, four or six times a year. The sweeping also is done daily and generally well done. It should be made compulsory to sweep all school floors *after school hours*. Very many of those now swept by the pupils are swept during the noon recess.

The whitewashing of walls and ceilings is likewise better attended to than formerly. Most are whitewashed when it is shown such is required. Trustees are generally attentive to such duties.

In interpreting "structural ventilation," I have classed those schools having a manhole in the ceiling and windows which can be lowered from the top, as possessing structural ventilation. Besides these primitive ventilating appliances many of the schools, especially those recently built, have ventilating flues in connection with the chimneys, which are of some use.

Two or three classes of buildings should be prohibited for school purposes. First, stone and brick houses in which the inside plastering is done on the wall, without air space or lathing. These are, as a rule, bitterly cold in winter and are unfit for either teachers or pupils. In such cases too, the walls generally sweat, shortly after the fires are lighted, thus loading the air with moisture, which causes many pupils to contract severe colds. Secondly, shell-frame buildings, which are usually too cold in winter to secure the comfort of the pupils. It is not necessary to say that during winter satisfactory progress cannot be expected in such schools.

School Grounds.—The school grounds are generally in good order. Most of them are level, dry and suitable for play grounds. Very great difficulty is experienced in some sections in getting good water on the school grounds. Many schools, by arrangement of the trustees, are supplied with water from some neighboring well. The condition of the closets is not in many cases what it should be. Every year the attention of the trustees is directed to this subject, but many are either indifferent as to their condition, or are unable to obtain some one to put them in proper order. In many cases I have been compelled to warn them that the grant would be withheld unless the closets were given the necessary attention.

In very few school grounds are walks of any kind built in necessary places. Most yards do not require any, but very many would be greatly benefited if such were constructed.

5. *Grading of Schools.*—In recent years, there has been great improvement in the class of buildings erected for school purposes. Those classed grade I. are stone, brick or first-class frame or concrete, which are comfortable and fitted with modern conveniences. Those graded II. are generally not so comfortable or in proper repair. Those graded III. are old buildings, which, though perhaps roomy enough, are out of repair and are therefore cold and uncomfortable.

Of school grounds.—Those grounds graded I. are large enough, far removed from swamps or standing water, so as to be in first-class sanitary condition, and are level, well-drained and suitable for play-ground purposes. Those graded II. are below the above in the several points mentioned, and those graded III. are those which are not properly fenced or levelled, or far enough removed from low ground to be in good sanitary condition.

Of school-fences.—Those graded I. are either wire or board in first-class repair. Those graded II. are board fences, which are not in first-class repair, and those graded III. are those built of rails, or lumber, and are badly out of repair.

COUNTY OF GREY, WEST.

Thomas Gordon, Esq., Inspector.

Teachers.—The result of the inquiries made respecting the physical condition of the teachers in West Grey inspectorate indicates that generally they enjoy good health. Very few of them have any stated rules for exercise, but almost all have some what lengthened daily walks in going to and returning from their schools, besides which Saturdays are generally availed of for visiting friends, or for attending to business in town. Only fifty-one days were reported as having been lost owing to sickness, which period was distributed among thirteen persons, thus:—One, ten days; two, eight days,

each ; two, two days, each ; one, five days ; one, four days ; one, seven days ; five, one day, each ; indicating that the illnesses were nearly all of a very fugitive character. No complaint was made that the sickness arose from school-room defects, although it is undoubted that such exist in too many instances.

Pupils. — The wearing or the use of spectacles by the pupils may be described as non-existent, there appearing to be no necessity for the practice. Schoolhouses are almost universally conveniently arranged and well lighted, so that there is no strain of any kind on the eyes. There is no overcrowding, and the atmosphere of the schools is very seldom appreciably vitiated, and in the absence of these provocatives to a feeling of languor or of restlessness, the children are generally cheerful and good-natured. The seating and the desk accommodation are such as to afford a commodious posture, and to militate against a habit of ungainly stooping, so that pupils universally present an upright carriage, and a straight, well-defined figure. Sports of all kinds requiring agility and promptitude prevail in every school, imparting strength and vigor, and are partaken in by all hands with admirable zest and enjoyment, teachers very frequently included, the best teachers commonly joining in the most freely. The play-hour is an hour of cheerful freedom and relaxation, and all appear better natured for having been participants.

Schoolhouses. — These have been divided into three grades—the first comprising those built of brick or stone ; the second, frame buildings of the better class ; the third, frame buildings of an inferior and more or less neglected class. The arrangements for sweeping, scrubbing and whitewashing are seldom satisfactory or efficient. Sweeping is commonly done daily by teacher or pupils, or by teacher and pupils, the cases in which a caretaker is appointed to attend to such duties being very few. Whitewashing and scrubbing are very much neglected, notwithstanding the fact that attention is frequently drawn to the need of as absolute cleanliness as possible. There has been much improvement in this particular, and some drastic remedy for carelessness should be provided—such as empowering the inspector to get the work done and pay for it from the school grant. Experience has shown that in the providing of better schoolhouses the withholding of the grant has proved effectual in producing compliance, and it can scarcely be doubted that Trustees would prefer to get the required improvement made themselves, to having it done otherwise.

School Grounds. — These have been divided into three grades—first, those which are in all respects suitable ; second, those which from natural causes are not well suited for playgrounds ; third, those which cannot by ordinary means be rendered sufficient.

In the first grade, the grounds are commonly free from impedimenta, but the absence of woodsheds in a number of them is a preventive of tidiness. In the second grade, inequalities of the ground and the presence of large stones interfere with their full use. In the third grade, the formation of the grounds and their surroundings render their full use impracticable. The necessity for having the grounds approximately convenient to the centre of the school section has led to the selection of a number of these sites.

With respect to the closets, it is necessary that some imperative method shall be adopted to insure compliance with the regulations. The cases in which this compliance is now given are rare, and it is found useless to complain. The inspector should have power given to him to apply the school grant to the furnishing of the required remedy, in cases where neglect exists, and it should be made plain to trustees that this mode of dealing with the subject has been adopted because of the remissness of the section authorities.

COUNTY OF HALDIMAND.

Clarke Moses, Esq., Inspector.

The fact that during the year 1895 only twenty days were lost by eighty-two teachers on account of sickness speaks volumes for their uniform good health.

Although comparatively few teachers practise regulated exercise (calisthenics, etc.,) yet I fancy that teachers of rural schools, through the walking that is required from most of them, receive about all the exercise that is necessary. On the whole, walking, which is most readily secured and is within the reach of all, is as conducive to good health as any regulated exercise. To teachers confined in the school-room no exercise can be more beneficial, if taken at the proper time and with a due amount of energy.

Little can be said for a majority of the schoolhouses in the county, as regards ventilation. A large number of the buildings were constructed in the days when little attention was given to such matters. In these, ventilation is secured from the judicious use of windows and doors, but in the schoolhouses of recent date the mode of ventilation, as well as the method of heating, is more in accord with scientific principles.

On the whole the schools are fairly well lighted, although the light may not be admitted to the rooms after the most approved plan, yet from the proper use of window-shades the light may be so regulated as to have little injurious effects on the eyes of the pupils.

The school grounds are, on the average, up to regulation size. The trouble is, regulation size is too small. It is extremely difficult to have the school grounds made "things of beauty" when the size of the plot is but one-half acre. In this country where land can be so cheaply and easily secured no school grounds should be less than one acre in extent.

Taking everything into consideration I feel satisfied that with respect to the efficiency of the teaching staff, and the character of the school buildings and grounds, the county of Haldimand is making progress from year to year and is keeping pace with the forward educational movement.

COUNTY OF HALTON.

J. S. Deacon, Esq., Inspector.

Teachers.—Of sixty-one teachers in the rural schools of Halton, fifty-six have excellent, and five good health. The fact that their average age is only twenty-four and their experience five and a half years, will account for this high standard of health. Youthful vigor, temperate and regular habits, modern school-rooms, extended vacations, and a salubrious air counteract greatly the enervating tendencies of the profession.

During several years, I have noticed that teachers suffer most from weak eyes. The examination of exercise books and slates at class and seats under every variety of condition as to size and quality of writing, amount and direction of light, etc., etc., tends to produce myopia, inflammation, etc. For several years, ninety per cent. of our school-rooms were seated so that teacher and pupils faced the light, and much injury was caused thereby to the eyesight, but this has been changed. The voice is often injured by the habit of excessive talking in a high key, and by an excess of chalk dust.

The multifarious claims upon the teacher's attention in management and teaching, are a severe strain upon the nervous system, more particularly in crowded rooms and in urban schools. Better training for their work and better environments generally, have relieved the rural teacher of many sources of mental depression.

Pupils.—Spectacles are worn by pupils more now than ten years ago, but this is accounted for by the ubiquity of travelling opticians and the increased ability of parents to provide for the wants of their children, rather than by excessive study or defective school-rooms. The accompanying schedule shows that fifty-nine of the sixty-one school-rooms are provided with excellent blinds on spring rollers—a vast improvement on ten years ago. Our excellent desks and the practice of calisthenics, together with increased care on the part of teachers, prevent many evils that were prevalent with untrained teachers and defective seats. There are only two organized clubs in the rural schools, but there is no lack of physical exercise. Girls and boys play baseball; football is played in a majority of the school sections; cricket in a few; and running games of endless variety prevail everywhere.

Schoolhouses.—Much improvement has been made in the matter of cleanliness, though nine school-rooms are reported not scrubbed, and twenty-five not whitewashed in 1895. Some schoolhouses on gravelly soil with good walks, good floors, and small attendance, keep cleaner for a year than others that are scrubbed quarterly. Then, many of our schools have wood ceilings and painted walls, so that no whitewashing is needed. Eleven rooms are swept only three times a week, the rest (fifty), daily. In seven schools the pupils do the sweeping; in six others, the teacher; in the rest, a caretaker is employed.

School Grounds.—All the school sites are fenced, and only three are graded inferior as to condition of fences and gates. They have been (where necessary) drained and levelled. Honest effort has been manifest in tree planting, but the very dry seasons of recent years have proved fatal to maples on our heavy clay soil.

There are 583 healthy trees, which is an average of twelve and a fifth to each site of four-fifths of an acre. In all classes recreation is taken exclusively upon the school premises—not upon highways or private property. By unremitting perseverance, and considerable pressure upon trustee boards, we have secured great improvement in the construction of closets, and in the frequency and regularity of removals and disinfection. At my recent round of visits I found seventy-five per cent. in good to excellent condition. “Eternal vigilance is the price of safety.” I find it necessary to be watchful at every visit, and to report abuses or neglect, at once, to the trustees.

The filling in of the “Special Report” blanks will probably secure greater attention to these matters on the part of teachers.

Grading of Schoolhouses and Grounds.

Trafalgar:

- S.S. 1 Good, brick, fairly neat, acre, excellent fence, three trees.
 “ 2 Excellent, brick, neat, pictures, etc., acre, excellent fence, seventy-five trees.
 “ 3 Inferior, brick, old, small, half-acre, joined with church, ten trees.
 “ 4 Good, frame, neat, well painted, half-acre, level but bare, thirteen trees.
 “ 6 Excellent, brick, neat, painted walls, etc., acre, level, seeded, thirty trees.
 “ 7 Good, frame, neat, painted walls, etc., half-acre, grounds uneven, seven trees.
 “ 8 Excellent, brick, neat, painted, wood ceiling, half-acre, even, exc. buildings, seventy-two trees.
 “ 9 Excellent, frame, very neat, well painted, half-acre, even, twenty-five trees.
 “ 10 Good, frame, old, neat, tinted walls, acre, exc. buildings, thirty-six trees.
 “ 11 Good, concrete, old, fairly neat, seats only fair, half-acre, exc buildings, eleven trees.
 “ 12 Good, concrete, good appointments, acre, even, neat, etc., twenty-five trees.
 “ 13 Excellent, concrete, very neat, always clean, acre, even, very neat, sixty-six trees.

Trafalgar:

- S.S. 14 Inferior, frame, old, cold and common, acre, uneven, closets poor, sixty-five trees.
- " 15 Excellent, brick, neat, well painted, tinted, etc., one and a quarter acres, excellent, sixty trees.
- " 16 Excellent, brick, new, neat, one and a half acres, well grassed and shaded, 100 trees.
- " 17 Excellent, frame, very neat, one acre, superior site, fourteen trees.
- " 18 Excellent, frame, very neat, one acre, superior site, seventy-five trees.

Esquensing:

- S.S. 1 Good, frame, well cared for, neat, half-acre, flower beds, twenty-five trees.
- " 2 Excellent, brick, fairly neat, one acre, superior site, fifteen trees.
- " 3 Excellent, brick, very neat, well painted, half an acre, good site, twenty trees.
- " 4 Good, frame, very neat, well painted inside, one acre, excellent site, twenty-seven trees.
- " 5 Excellent, brick, new, furnace, basement, one acre, excellent site, twelve trees.
- " 6 Excellent, brick, neat, clean, one acre, excellent site, fifteen trees.
- " 7 Excellent, brick, well furnished, neat, three-quarters of an acre, good site, sixteen trees.
- " 8 Good, frame, well furnished, one acre, not even, fifteen trees.
- " 9 Good, stone, well furnished and very neat, half an acre, rocky, twenty trees.
- " 10 Excellent, frame, stone basement, well painted, furnace, three-quarters of an acre, part hillside, thirty-five trees.
- " 11 Excellent, brick, fairly neat, one acre, superior site, fifty-one trees.
- " 12 Excellent, brick, very neat, one acre, exc. site and exc. closets, forty trees.
- " 13 Excellent, brick, very neat, half acre, exc. site and exc. closets, twenty-six trees.
- " 14 Good, brick, in good order and cheerful, one acre, uneven, closets poor, twelve trees.
- " 15 Inferior, stone, rough, small, three-quarters of an acre, uneven, rocky, no trees.
- " 16 Good, stone, fairly neat, half an acre, level, exc. closets, ten trees.
- " AE Excellent, brick, well painted, neat, etc., one acre, exc. site, twelve trees.

Nelson:

- S.S. 2 Good, brick, fairly neat, furniture fair, one acre, even, etc., excellent site, twenty-eight trees.
- " 3 Excellent, brick, very neat, tinted, one acre, excellent, 247 trees.
- " 4 Excellent, brick, very neat, painted walls, one acre, excellent, forty trees.
- " 5 Excellent, brick, very neat, one acre, excellent, twenty trees.
- " 6 Excellent, brick, very neat, wood ceiling, three-quarters of an acre, excellent, thirty-three trees.
- " 7 Good, concrete, well painted, not well arranged and seated, half an acre, excellent, ten trees.
- " 8 Good, concrete, neat, large, one acre, good to exc., closets only fair, eleven trees.

Nelson :

- S.S. 9 Excellent, stone, bright and cheerful, well arranged, one acre, level, thirty-five trees.
- " 10 Good, stone, neat and cheerful, well arranged, half an acre, partly hillside, twenty trees.
- " 11 Excellent, stone, fairly neat, large, one and a quarter acres, excellent and exc. closets, twenty-five trees.
- " 12 Excellent, brick, new, neat, well arranged, half an acre, level, good care, etc., twelve trees.
- " 13 Excellent, brick, neat, convenient, etc., half an acre, pleasant site, seven trees.
- " 14 Superior, brick, superior furnishings, painting, etc., one acre, superior site, etc., twenty trees.

Nassagaweya :

- S.S. 1 Good, frame, neatly painted, etc., not convenient shape, etc., one acre, good to exc., twenty-five trees.
- " 2 Good, stone, neat room, one acre, exc. site, ten trees.
- " 3 Excellent, stone, well arranged, exc. furnishings, one acre, exc. site, sixteen trees.
- " 4 Good, stone, fairly neat, exc. furnishings, half an acre, exc. closets, twelve trees.
- " 5 Excellent, stone, very neat, exc. furnishings, one acre, level, etc., twelve trees.
- " 6 Excellent, stone, very neat, exc. furnishings, one acre, exc. site, poor closets, fifteen trees.
- " 7 Good, stone, not neat, poor furnishings, half an acre, rocky but smooth, fifteen trees.
- " 8 Inferior, frame, poor building, but neat, half an acre, hillside, nine trees.
- " 9 Good, stone, rather small and old, an acre, uneven, partly level, twenty-four trees.

COUNTY OF HASTINGS, NORTH.

W. Mackintosh, Esq., Inspector.

As a rule, our teachers have good health. Few, however, have been in the work long. The majority of them are young.

The majority of our schoolhouses are good. Few, however, have any structural appliances for ventilation. Those built during the past few years have, as a rule, been supplied with windows having no weights. As far as I can, I insist on this being done.

The greater number of the school-rooms are still furnished with desks and seats that are uncomfortable, the seat being flat. More than half of the rooms, however, have furniture fully "up to date." In the northern townships there are now but a few school-houses badly furnished. The intelligent interest manifested in this matter by not a few boards of trustees is worthy of commendation.

The rooms are, with rare exceptions, swept daily. As, in the greater number of cases, this has to be done by the pupils; dusting is not, as a rule, well looked after. In an increasing number of schools, however, the trustees employ some person to attend to this duty. Not a little of the uncleanliness so apparent in connection with school-rooms is due to carelessness on the part of teachers.

The greater number of the school-rooms are washed twice a year. A few are washed more frequently. A number are seldom scrubbed. As a rule, trustees readily respond to suggestions from me about this matter. This desire to make the schoolhouses under their control comfortable is increasing in a very gratifying manner.

Before the summer vacation of 1896, there will, I hope, be very few school closets that are not screened, I have urged the trustees to give more attention to these matters. I hope the results of this urging will ere long be apparent.

Few, very few, of the boys' closets are supplied with urinals. This lack is the cause of much uncleanness.

In the matter of closets, a marked improvement has, during the last few years, been noticeable. Much remains, however, to be done in the way of reformation.

A plainly-worded circular giving definite information and instructions on the subjects of school-room ventilation and cleanliness and the construction and care of closets, if issued from the Department to every school section, would do much good.

COUNTY OF HASTINGS, SOUTH.

John Johnston, Esq., Inspector.

The teachers on the whole are healthy. Though thirty-three teachers of the seventy-two are marked good, their health might have been marked excellent. Only two of the seventy-two teachers could be considered in inferior health. Although thirty-nine of the seventy-two school rooms have no structural or proper means of ventilation, the teachers have been instructed to lower the windows when necessary, to open doors and windows during recess, and to do all they can to have good fresh air in their rooms. By so doing, they are free from the diseases referred to under the head of "Reports on Teachers."

Under the head of "Report on Pupils," the scholars in our schools do not use spectacles more than they did ten or more years ago. Only three (3) cases of the use of spectacles are reported among 2,350 pupils in attendance at the time, and these cases were not caused by defects in the school-rooms, but by some natural cause. In a few cases, school rooms are overcrowded, but this is for only a short time in the year. Teachers generally are careful to see that their pupils sit properly in their seats and that they stand in proper position in the class, and in answering questions, and in reading. Some pupils are inclined to be rounded shouldered, but this is not always the fault of the school-room. Pupils in several sections have plenty of good healthful exercise in playing ball, and in other games usually practised in the country, and in walking to and from the school-house.

Schoolhouses.—Many of the rooms in our schools are swept by the scholars at noon, and some in the evening, and only a few of them are swept at night by some one engaged by the trustees and paid by them to keep them clean, and to build fires. A few of the schools are not as clean as they should be kept. On the whole, they are more clean than they were years ago, as teachers, from their training in Model and Normal schools, are imbued with the habits of neatness and cleanliness.

School Grounds.—Arbor Day has done much to improve the appearance and cleanliness of the school grounds, and by this, a taste has been developed for keeping the grounds clean and neat. A few of the old buildings have not good grounds, but, on the whole, the grounds are all that could be desired. By the questions asked, an inspector will be in a better position to induce trustees to get better seats and desks and to improve the grounds. A great many trees have been planted in South Hastings during the past few years, but, from want of proper care, and from the unfitness of the ground, many have

died, but, notwithstanding these drawbacks, a great many trees are growing and doing well, the number being 390. The teachers, trustees and scholars have been advised every year by circular and otherwise, to spend Arbor Day in improving and beautifying the grounds and in planting trees, and in making flower beds.

Schoolhouses.—There are a great many excellent and good schoolhouses, and yet there are a few that should be replaced by better ones. Several good schoolhouses have been built during the past years since 1871, but though well built and properly seated, there is no good means of ventilation. The windows are not on weights, and the only means of ventilation is by lowering or raising the windows and by opening the doors. Out of seventy-two rooms, sixty-three are excellent and good, and nine are inferior. Some of the last will be replaced by more suitable buildings in a few years. The trustees of these sections know that they must build very soon, but times are hard with farmers, and I have not compelled them to do at once what they have promised to do in a year or two. Since 1871, if trustees promised that they would fix up and build in a year or two, I was always satisfied, and have got as much done as in other counties without bringing down the dislike and ill-will of the trustees and ratepayers upon myself and the Education Department.

Outbuildings.—In many cases these are not in as good a condition as they should be, and it is a difficult matter to remedy this in some cases, as many of the teachers are females and will not look after the closets as they should, and you cannot always find the trustees. All the schoolhouses have separate closets, but they are not all screened from view, thirty-one of the sixty-five not fulfilling this condition, but this question being asked in the sanitary report, will enable an inspector to enforce this essential, and to induce trustees to keep the outbuildings in a cleaner condition. Sixteen (16) of the seventy-two rooms are not as well seated as the law requires or as they should be, but the trustees have promised that they will provide such seats and desks as are recommended. Some will do this this year. The questions asked in the sanitary report will enable inspectors to improve the matters complained of.

COUNTY OF HURON, EAST.

David Robb, Esq., Inspector.

Teachers.—All teachers except three enjoy good health. It would, indeed, be very difficult, if not impossible, to find eighty-nine individuals engaged in any business or calling in possession of better health than the teachers of this inspectorate. One teacher is, however, suffering from phthisis, but this cannot be attributed to the school-room, it being the sequel of an attack of pneumonia contracted while supplementing his income by working in the harvest fields. Only one case of sickness, and that but of three days' duration, is reported as being caused by the unsanitary condition of the school-room. The average time lost per teacher was two and three-quarter days, but this was mainly caused by three cases of typhoid fever and three of pneumonia contracted during vacations. But one teacher complained of nervous trouble. Only thirty-seven teachers reported as having any fixed rules for physical exercise, but nearly every teacher does a good deal of walking or takes exercise on the playgrounds with the pupils. Many teachers, both male and female, have bicycles, and it is needless to add that any person having a bicycle does not usually suffer for lack of exercise.

Very few are myopic, and these charge it to excessive reading while attending the High School. While a good deal yet remains to be done in the way of sanitation, yet but few schools are really unhealthy, and the rooms of all are usually well supplied with pure air during the daily intermissions.

Pupils.—There are only ten children attending school who wear spectacles. Nor do I think that myopia is increasing; nor can it be charged to the defective lighting of the school-rooms. Excessive reading at home with poor light may possibly cause some of it, and some may be hereditary.

In examining into the life history of children who appeared weakly, I found that in many cases they enjoyed excellent health. I met with only sixteen children who appeared to be not in robust health during the half year's inspection. There is very little overcrowding and very little lack of ventilation in the rural schools. Association with other children of the same age in the school-room, and taking an active part in the play on the schoolhouse green, have been the making of many weak, petted and pampered children. No looker-on at a game of baseball or football on the school ground but will admit that the qualities of self reliance and self-defence are being cultivated in the best way possible. Indeed, I believe that the average rate of mortality among school children is less than that of children of the same age who do not attend school. Football and baseball are the principal games indulged in by the boys, and, when the weather is fair and the attendance small, the girls frequently join the boys in playing baseball. The boys treat the girls with great consideration when playing with them in any school game. The girls amuse themselves with plays and games such as have been known to children centuries ago. Indeed, I do not notice the slightest change in the plays indulged in by girls during the past thirty years. Only eighteen football clubs are reported as being properly organized, but the schools in the inspectorate, except two, have football clubs of some sort. It is the best game extant for a school playground.

Fifty children are reported as suffering from headaches—mostly nervous.

Most teachers report that they can notice no difference as to the forenoon or afternoon management of the pupils under their charge. A few, however, think their pupils are more easily managed in the forenoon, but they are all of the opinion that children are most easily managed during the time in which they are being taught mathematics or engaged in mathematical exercises. Of those reported as being indifferent to games and plays only four or five are in a weakly state of health. A few are strangers, and a few are sometimes not on "playing terms" with the rest of the scholars. Girls take abundant exercise during the summer months, but in winter the larger girls usually remain in the school-room during intermission, and usually pass the time reading or in reviewing some school exercise which was of more than ordinary difficulty. Up to twelve years of age girls take nearly as much exercise as boys; after that age they are much less active. About seventy-one per cent. of the pupils bring luncheon to school, which means that about three-fourths of the pupils live a considerable distance from the schoolhouse, many a couple of miles, some even more. This walk is of itself, in stormy weather, even too much exercise.

Schoolhouses.—Of the eighty schoolhouses in this inspectorate, forty-three have each a person paid to sweep and dust them. The sweeping is done after four o'clock in the afternoon, and the dusting in the morning. The average pay for this service is \$16.50 per annum. Many trustees allow a certain sum each year for the purpose of sweeping and lighting fires, and the teachers mostly do the work themselves, but seldom satisfactorily. In about thirty schools the pupils sweep and dust at noon. Sweeping and dusting cause more friction in a section than the service is worth, ten times over. There are thirty-seven schoolhouses wainscotted or boarded, and forty-three with plastered walls. Of the latter, twenty-six were not whitewashed during theyear. All but ten were scrubbed one or more times. Many are scrubbed and receive a general cleaning on Arbor Day by the pupils and teacher. Six are reported as being swept bi-weekly or tri-weekly. Five of these are swept by the teachers.

Ventilation.—Of the whole number of schoolhouses, fifty-two are reported as without satisfactory structural ventilation. All these have structural ventilation of some sort, but five or six; but of course it is quite insufficient. The usual mode of ventilation in these buildings is a couple of trap doors in the ceiling, raised and lowered by a cord. It is better than no ventilation, and that is all that can be said in favor of it. Nearly all are supplied with suitable blinds, but in a few cases they were out of order when the schools were visited. Only twenty-five have the windows balanced by weights.

Of the school buildings, nineteen are excellent, fifty-two are good comfortable houses, seven are inferior, and two are very bad. These two, however, will be replaced by new buildings next year. All but two have either a porch or ante-room; many have both.

School Grounds.—The closets were all in a very satisfactory condition, except a few. In seventy-two school lots the closets are separate buildings, and a proper distance apart. In eight sections the two divisions of the closet are under one roof, but are divided by close partitions, and the approaches separated by light board fences. When visiting a school I invariably and closely examine the closets, and if they are not entirely satisfactory, I promptly call the attention of the teacher and trustees to them. The floors, seats and walls of the closets used by girls are scrupulously clean, and with a single exception the walls are free from objectionable words. Nine closets are screened, but many are so situated as to require no screening. Two schools have walks where required. Many have walks from the road to the schoolhouse door, but have none to the outbuildings. Nearly every schoolhouse has a well on the school lot; four, owing to situation, have wells on the roadside at a convenient distance, enclosed by sheds or fences. The sanitary position of many schools is all that could be desired. Those reported "good" require only a little drainage to make them rank as excellent. Looked at from a sanitary point of view, three are in a poor location; but when the adjoining lands are drained, these also will be quite satisfactory.

The selection of a school site is mostly determined by the desire to have it as near the centre of the section as possible, and at the junction of roads, or still better, "cross roads." The average size of the school sites is half an acre, or exactly .5125 acres.

58	schools	have	sites	of	$\frac{1}{2}$	acre	each.
16	"	"	"	"	1	"	
1	"	"	"	"	$\frac{5}{8}$	"	
4	"	"	"	"	$\frac{3}{4}$	"	
1	"	"	"	"	$\frac{4}{5}$	"	

The school grounds of twenty-three sections are excellent; forty-one are good; sixteen inferior.

All school sites having an excellent sanitary situation, well drained, perfectly level, planted with sufficient shade trees, proper outbuildings and good fences, have been classed as excellent. Those classed as good are not quite up to the standard of excellent sites.

During the first half of the year the wells are nearly all quite satisfactory, but after the summer vacation, owing to their disuse during that time, the water is usually unfit for use. This accounts for the unfavorable report in reference to fifteen wells. But were they pumped dry a short time before the beginning of the autumn school term, no fault whatever could be found with them.

Recommendations.—When the school regulations are revised, the following changes should be embodied in them:

1. All rural school lots must be surrounded by proper fences, provided with suitable gates, drained, levelled, and planted with a sufficient number of shade trees.
2. All new rural schoolhouses must have sufficient and effective structural ventilation, and be heated with hot air.
3. The basement, in addition to the apartment for the furnace, should contain a separate room for the smaller children to play in during wet, cold, or stormy weather.
4. The trustees must secure the services of a suitable person to sweep and dust the school-room daily, light fires in the morning, scrub the floors and clean the whole interior of the building twice a year, once during the summer vacation, and again at the Christmas holidays.
5. The wells should be cleaned out during the summer vacation; provided with a good and a close platform.

Suggestions.—The Education Department should prepare plans of outbuildings on separate sheets of paper and supply them to inspectors for distribution among trustees.

COUNTY OF HURON, WEST.

J. E. Tom, Esq., Inspector.

Teachers.—There are ninety-three rural sections in West Huron. This year there are fifty-seven male teachers and fifty-two female teachers in these schools. I believe these teachers enjoy as good general health as an equal number of persons engaged in any other work. They may not present so robust an appearance, yet their general health is fully up to the average. I consider only one as being in inferior health. In some years the number would have been as high as six. During my ten years of office five teachers have died of phthisis. Some of these had contracted the disease before beginning to teach, but the fatal result was hastened by teaching. Bronchitis is above the average among teachers. The dry atmosphere of the school-room, and the dust in the air, caused by the chalk and the inferior sweeping, dusting and scrubbing, act injuriously on the throat and vocal organs. There should be a basin of water kept on every stove.

The sweeping should be done after four o'clock p.m., and the dusting should be done well and in the morning. The schoolhouse should be scrubbed at least four times in the year.

I have not found nervous diseases more common among teachers than among other persons.

I do not think myopia is peculiar to teachers as a result of their school duties. Four of the 109 teachers wear glasses. Each of these wore spectacles while engaged in the non-professional work. Badly printed books and inferior lamp-light while studying, makes it necessary for many of our high school students to use spectacles.

The majority of teachers get a good deal of out-door exercise each day. They have a walk of some distance. Many of them, both male and female, have bicycles. These are sure to get sufficient exercise during the summer months.

Pupils.—The great majority of pupils in our rural schools enjoy good health. The walk to and from school, together with the "chores" at home, help to provide exercise for them. Of the 3,654 pupils present when I made my visits, only thirty-nine have been considered by the teacher and myself as being in feeble health.

Spectacles were worn by only twelve pupils, yet probably three times as many have defective eye-sight. Pupils below the age of eleven or twelve years very seldom wear glasses, even when their sight is defective.

The increase in the amount of blackboard exercises has had an injurious effect on the sight of the pupils. Pupils seated twenty-five or thirty feet from the blackboard are forced to decipher small and poorly written exercises. If the boards were a distinct green instead of black, the injury would be very much less. I should like to have all the boards of slate or painted green. In the majority of schools there is sufficient light. All are not provided with suitable blinds. Teachers do not give proper attention to the position of the pupils' books while they are using them.

During the last ten years a few pupils have shown signs of spinal curvature, which the doctors have ascribed to sitting at unsuitable desks. The desks are not always inferior, but are not suited to the size of the pupils.

Only six rooms are reported as having insufficient air space for the number of pupils in attendance. Most of the rooms are supplied with sufficient fresh air. The main difficulty is the manner of obtaining it. The pure air is too often obtained by raising the lower sashes of the windows, and sometimes two opposite windows. Pupils are thus compelled to sit in a "draught," which is very hurtful.

Football and baseball are the common games among the boys. They also have a number of running games. The girls usually play ball during the summer. The pupils enter heartily into their games, and enjoy those especially in which there is a contest. Some of the teachers do not take any interest in the school games.

Schoolhouses. — There are ninety-four rural schoolhouses. In grading them I have taken into account the durability, comfort, space, seating, heating, and general state of repair. Those graded No. I. are in good condition in every respect, well lighted and furnished with excellent desks, which are graded to suit the sizes of the pupils.

I believe the school which is heated by a stove, properly enclosed, is just as comfortable and can be heated at a much lower cost than the one which is heated by a furnace.

Nearly all the schoolhouses built during the last eight or nine years have the walls and ceiling finished in hardwood. I find a good deal of difficulty with the sweeping. In about twenty per cent. of the schools the sweeping is done by the children, and usually at noon. In some cases the teacher agrees at the time of engagement to see that the sweeping is done. Some of the female teachers do this work themselves, and keep the school very neat and clean. Where the teacher gets the children to do the work, I find the most untidy schools.

In seventy-one sections the trustees make a definite arrangement for the sweeping or scrubbing, or for both. The average sum paid in these sections is \$15 per annum. In twenty-two sections no provision is made by the trustees.

Sufficient attention is not given to the cleanliness of the schoolhouses. The teachers can do a great deal towards having the school-rooms well taken care of if they will use their influence for that purpose. I believe the seeds of disease are frequently transmitted through the dust of the school-rooms. The inspector should have some means of forcing the school authorities to keep the schoolhouse and the water-closets in a sanitary state.

School Grounds.—The observance of Arbor Day has done much to improve the appearance of the school grounds. In the majority of sections the teacher and pupils spend this day in planting trees, making flower beds and cleaning up the yard. When the teacher is interested in the school premises, they are kept in good condition. Most of the fences are substantial and in good condition. In a few sections barbed wire fences have been made. These fences are dangerous, and should not be permitted around any school yard.

A large number of the grounds are well planted with trees. If these are taken care of for a few years more, they will present a very fine appearance. The teachers have been mainly instrumental in having so many trees planted. If the teacher is careless, the pupils and trustees will not look after these things, but if he is interested in them, the pupils and the trustees will be.

The average size of the school grounds is three-fifths of an acre. There are fourteen which contain an acre or more, and three with less than half an acre.

The closets are improving every year. There are many good closets which are well kept. The closets are often too small, and also poorly constructed. If the snow gets into them they can not be kept clean. The boys' closet should always be provided with a urinal trough. I find it very difficult to get this put in. The girls' closets are kept clean and free from obscene scribbling. In too many cases the boys' closets are in a state which is injurious to the health and morals of the pupils.

I believe the Education Department should have a circular prepared dealing with the construction and care of the closets. The inspectors should be supplied with these so that one could be sent to trustees when asking them to build new closets. I have for some time made a plan and sent it to the trustees who were about to build new closets. A printed circular from the Department would have much more influence.

In grading the school grounds I have placed in grade I. those which are dry, level, planted with shade trees, well-fenced, and provided with a woodshed and suitable closets in good repair. In grade III. are those that are unfit for a play-ground, or such as have very poor fences and outbuildings.

COUNTY OF KENT, EAST.

W. H. G. Colles, Esq., Inspector.

1, 2. The number of male teachers is twenty-nine and that of female teachers thirty-four. Of the forty-four reported as in excellent health twenty-two are males and twenty-two females; seven males and ten females are in good health and but one of each class in feeble health. The sex of the teacher, therefore, appears to have no bearing upon the question of the teacher's health.

3. The *average* age of the teachers does not appear to afford any definite information. Two teachers having an average age of thirty-five would appear to be in a vigorous time of life, whereas one might be eighteen and the other fifty-two years. As a matter of fact, while the average age of our teachers is twenty-six, I find that three are below twenty years of age; forty-seven are between twenty and thirty years; eleven between thirty and fifty and two over fifty years.

4. The same may be said as to the *average* experience, while the summary report shows a healthy five or six years average experience, this average is the result, in the case of sixty-three teachers, of putting together the very ripe experience of two who have taught over thirty years each and the inexperience of twenty-four who have taught less than two full years and averaging the result with the healthy experience of about thirty-seven others who have taught between two and thirty years.

Experience below two years.....	24 teachers
“ between two and ten years	30 “
“ between ten and thirty years	7 “
“ over thirty years.....	2 “

5, 6. Of the eighty-seven days lost by sickness during the year, by sixty teachers, an *average* of one and half days each, nearly half that time (thirty-eight days) is chargeable to one man, who for years has been afflicted with rheumatism, and as he has been engaged for twelve years in the same school, a fairly sanitary one, we must not let his loss of time throw an unfair suspicion upon the sanitary condition of the schools in the riding.

7. While almost all our teachers take regular exercise, it is generally *incidental*. Many board in houses remote from their schools, many ride bicycles to and from their own homes, and many engage in outdoor sports with the children. I do not find any who have *fixed rules* for exercise or who take regular exercise for its own sake. The excellent health of our teachers notwithstanding, is the result of healthy parentage and hygienic habits and surroundings.

11. The limited size of some of our schoolhouses is an unfortunate fact, since, in most instances, the buildings are otherwise good and will not be rebuilt. Only fourteen are too small for the average daily attendance and a few of these will be replaced by better ones. As our school population and average attendance are, and as they have been during the past five years, the accommodation in this respect is fairly liberal, on the whole, but I think that before ten years the average attendance will have largely increased and we shall be obliged to ask for more generous dimensions or for effective ventilation.

12. Seventeen of our fifty-seven school-houses have neither porch nor ante-room, but as these are among the schools indicted for having ‘no structural ventilation’ it is better that they have no porches or ante-rooms, for where the entrance is not so sheltered, the ventilation by this means, especially at recess, is much more free and effectual, and this is, perhaps, an unsuspected source of the present excellent health of our pupils and teachers.

14, 16. In thirty-two of our fifty-seven schools the whitewashing has been neglected. In some of these thirty-two schools the ceilings and walls are boarded with narrow, matched lumber and painted, a very permanent and economical plan, but even in such buildings a thorough washing with hot soapsuds should be done every midsummer.

I would suggest that the annual cleaning of the walls and ceiling of every school room be made a fixed duty of every board of trustees, and that the issuing of the inspector's order for the Legislative grant be made subsequent to a notice from the board that these and other such duties have been performed. There would then be no withholding of the grant in individual cases to cause resentment and soreness, but everyone could have his order as soon as he sent in his annual certificate that this (oft neglected) work was done. The annual wash should be extended to the desks and woodwork of doors and windows, and the floors should then get their fourth quarterly scrubbing, and closets be put in good order.

A blank form of trustees' notice to the inspector with application for Legislative grant could be sent by inspectors' to trustees say about July 1st, and when these are returned, severally, the order in each case could be sent by inspector. By such means we could accomplish universally and without friction what is now too often neglected, or accomplished with much persuasion after aggravating and dangerous delays.

17. Our school-rooms are fairly well furnished. In not more than half a dozen schools can the seats be said to be inferior in form and construction. Wooden benches and carpenter-made desks have been made to do duty as kindling wood. The chief defect is in lack of grading. In all the schools refurnished of late, the desks are of modern construction and graded in size. I am hopeful that within a few years every school will be equipped with the most approved style of furniture.

18, 19. In thirty-two of our school-houses the windows are upon weights, but in the older ones, twenty-five in all, no such provision has been made nor is likely to be made. I find much trouble in the matter of window blinds. These are always short-lived. Frequently poor in quality, when the windows are lowered from the top, the wind takes rude liberties with them, making them look very much the worse after one season's use. Blinds are very easily torn or pulled down by the children in their play, and trustees soon grow impatient of refurnishing in this direction. The consequence is that too many of our schools are poorly furnished with blinds. Sometimes trustees deem it an extravagance to put blinds on windows with a northern aspect, because the sun does not shine in there, so that some schools are fitted with blinds on one side only.

20. Except in schools built within the last decade the "structural ventilation" is so defective as to be very little better than none at all, and in a few instances it is positively worse than none. In one school, for instance, a row of holes all along the front of the teacher's platform admits a sheet of cold air from outside. This in its passage along the floor to the furnace at the opposite end of the room mows like a scythe the limbs and feet of the unfortunate children writhing at their desks, at the foot of each of which there is likewise a cold air duct through which the savage gusts of icy "ventilation" rush in to supply the little dears with "fresh air" of the same thermometrical quality as that which killed Lieutenant Peary's dog teams in high latitudes. The genial "furnace" is encased with a zinc jacket which inexorably precludes any possibility of the little ones warming their agonized great toes, or even thawing their frozen shoes after a two-mile tramp on a winter morning, unless they could get on top of the furnace some six feet up, where the generous streams of hot air rush through in a vertical course to the ceiling, and which, I suspect, they sometimes do. The hot air rushed up by this cast-iron volcano floats along the ceiling, filling the upper and empty half of the room until it strikes the opposite wall, where, having no means of exit, it is turned downward on the teacher's head, forcing her to retreat with a splitting headache, and causing her to seek relief by opening the windows at the top, which while it tends to cool the children's heads at the risk of giving them severe colds, furnishes no relief whatever to their frost pinched feet on the floor. And yet this is a school with "structural ventilation." Another system of structural ventilation consists of a row of "ventilators" in the ceiling, directly over the line of stove pipe, through which the heated air rushes directly upward without ever looking down at the little folk far below, and making room for the inrush of the cold winter breath of the school yard through the fresh air registers placed at intervals along the walls on a level with the children's feet. Thus between *ineffectual ventilation* upon

which some one stumbled by making holes in the ceiling, the walls and the floor, and *no ventilation* at all, on which at least no one prided himself, I must say that some of our schools are open to criticism.

Unfortunately it is not always possible to make trustees understand that there is a difference in gravity between hot air and cold air, or that either has any gravity at all. Some there are too who do not admit that vitiated air is unwholesome. A public school inspector should be competent to direct the construction of a ventilating system in any school and it should be imperative upon trustees to submit for his approval the plan on which they intend to build.

The stoves and pipes in all our schools are in good condition, and, largely owing to Arbor Day efforts, they are almost all creditably clean.

22, 23. Our figures show our school-houses to be graded as follows : Thirty as grade I. twenty-one as grade II, and six as grade III. In thus classifying I have compared the buildings with one another, having in view also what I think a schoolhouse should be. I fancy, however, that among those classed as grade I will be found as fine rural school buildings as any in the province. These are modern and graceful in style, of white brick, having a good heating and ventilating system, well lighted, commodious and furnished with suitable porches and ante-rooms. In one only, a two-room school, the Smead & Dowd system of heating and ventilating is employed, and it is giving very good satisfaction.

25, 26. The numbers of pupils present during my visits throughout the term were : Approximately, 835 boys and 945 girls, whereas our registers for 1894 showed 1,832 boys and 1,863 girls enrolled in our schools. The difference—2,115 pupils must be accounted for by the fact that at this season of the year the larger pupils are engaged at work upon the farms, infringing not a little upon the provisions of the Truancy Act, which is largely inoperative because the appointment of the truant officers, on whom the working of the system depends, is left optional or permissive instead of being made imperative.

27, 30. All the spectacles used in the schools in East Kent would not be more than enough to supply all the members of one old-fashioned family such as they used to have up in Grey County—fourteen pair in all. And yet I do not consider this a conclusive proof of the absence of defective vision. There are many who *should* wear glasses, but who fear being ridiculed, and whose parents are unaware of the defect or of the advantages of artificial aids. It would hardly be possible to get, even approximately, the number who require glasses, without close personal observation for this purpose and careful enquiry extensively made. The number might reach from seventy-five to one hundred, or three per cent. of our pupils.

I believe that cases of defective hearing are very rare among us : Only five are reported in all. True, the youngsters sometimes fail to hear the assembly bell, but even a very low hint to go for recess can be heard by every little ear within the walls.

My investigation shows likewise an absence of weakly pupils : All are not equally robust, but the more slender in form and the less florid appear to enjoy quite as good health as the others. I think the absence of headache and other signs of good health are due in some measure to the somewhat small attendance generally in the schools, to the frequent airing of the rooms and to the wise laws which limit the school terms to the most suitable seasons of the year, and to the better systems of teaching, which relieve the pupils of a great deal of close study of books.

31. Almost without exception our pupils take keen enjoyment on the play grounds during recess, and in no case did I find any who decidedly desired to be excused from it.

Nearly all the children in rural schools lunch in or at the schoolhouse. Even those who reside near by prefer to remain, at the noon recess, so that they may join in the school games. I observe that the pupils do not wait until the noon recess for lunch, but draw upon the lunch basket during the intermission as well. Yet they are evidently thriving on this oft recurring system of refreshments. The healthiest children I ever saw

were those of a good Scotch dame, who in reply to a question as to how many meals they had daily, replied that they had but "One diet a day, and that is frae morn till nicht." No, no, our many cold lunches do not appear to have any undesirable effect whatever.

33. There are practically no organized sporting clubs in East Kent Public Schools. The proximity of our rural schools to the Chatham and Ridgetown Collegiate Institutes robs us of our boys and girls at 12 or 14 years of age, and below that age they are too young to organize for manly sports.

During this year we have been singularly free from epidemics. A few individual cases of measles and diphtheria have been known, but there has been no general outbreak in any school.

35. Our school sites, considering that our country is somewhat flat, are generally well chosen and suitable. Generally the best available lot has been procured, though in a few instances a trifling difference in price has led to a decision in favor of a lot in an inferior location. As there are practically no sites to be chosen in East Kent it makes little difference to this inspectorate, but the Public School Inspector should have some control over so important a matter.

Our grounds are now generally well supplied with shade trees: In our fifty-seven school lots we have 1,125 trees, an average of twenty to each lot. These are not always arranged to the best advantage: A few should be situated on the south side of each school house, near enough to shade the building from the summer sun. The trees should not be arranged along the fences on both sides, opposite to the school, as they would thus intercept the grateful breezes in hot weather. The maple and the Norway spruce are, I regret to say, the only kinds planted. I would much prefer to see a variety of native forest trees preserved in the school grounds: The drooping elm, the birch, the beech, the tamarack, the hemlock and the thornapple trees could and ought, with many others, to be thus preserved, even if it were necessary to set aside an additional acre of ground for this purpose. A public grant from the Legislature could not be better expended than for this purpose, and the legislator who shall bring this about will deserve the eternal gratitude of this country, and will immortalize his name by making our school properties, by this feature, superior to those of any other land.

In ornamentation and tastefulness our school grounds are not yet by any means perfect. Flower beds are few: where once we managed to have them kept, they are now too often being abandoned. This is owing to the want of proper gates to keep out the active and eager shearling and the mean, persistent school section hog. In some instances gates have been purposely opened or boards kicked off the fences by friends of these free commoners. Trustees too will not quarrel with their neighbors in defence of a school flower bed, and the result is that the teachers and pupils become discouraged at seeing the result of their labor thus destroyed.

Our school fences and gates are not such as I would like: Every lot is well fenced, but it is invariably the *farm fence*. Trustees are unwilling to risk the charge of extravagance by putting up a more costly fence than that on the farms near by. Such a distribution of the present legislative grant as would encourage the building of a tasteful fence, of a pattern approved by the inspector, would effect changes that would be a decided advantage to the rising generation, and influence largely the appearance of many a future Canadian home. Some effectual action in this direction should be taken.

43. In some parts of this county water cannot easily be found, and on some (one third) of our school grounds we have not a proper supply, although the trustees have in some instances drilled deep wells in various parts of the lots. Generally, where good water is to be had, we are well supplied. *Digging* wells for school use is a poor plan. In such wells the water becomes foul or unwholesome from standing too long, and it is hard to keep such wells free from pollution by mice and toads being drowned in them. An iron pipe in an artesian well is the best kind of well for schools. Water from the schoolhouse roof 'filtered' (?) into a reservoir should not be permitted to be supplied to the children. In some of our lots we have good "flowing" wells—a two-inch pipe driven about 100 feet down, from which the pure water flows in a continuous stream. •

44. In every instance we have separate closets, and these, with but two exceptions, are under separate roofs, and a reasonable distance apart.

With but one exception the approaches are screened with board fences. A much more graceful method however would be to plant three or four Norway spruce trees in front of each. These would soon form a pleasing object of scenery, and would need none of the repairs too often long required by the board fence contrivance. These trees would form a pleasant and permanent ornament, and while flower beds with changing teachers and scarcity of sheep pasture might come and go, these would still go on for ever

There is a tendency to *economize* in building school closets and they are therefore frequently out of repair: Cheap latches and hinges lead to open doors, and these again admit snow drifts in winter and rainstorms in summer, and then inevitably the floors become polluted, and those who would cannot be cleanly.

Exposed as these buildings are to the visits of irresponsible lads out of schoolhouses, it is impossible without good locks and careful attention, to keep them free from objectionable cuttings and pencillings. We may do much by teaching the children better principles—to abhor evil and to love the good and the pure, but so long as the average, not to say the worst, school closets of our Province remain as they are, a strong counter influence exists, paralyzing to some extent the good seed sown, and silently suggesting evil which may escape the vigilance of the teachers. There are few plank or gravel approaches to the closets in this county. People in rural sections provide their children with strong shoes in bad weather and they do not see the philosophy of being allowed to walk upon two rods of plank after walking two miles in the mud. Plank walks across a school yard, too, form impediments to running and playing ball. Our soil also in many parts is porous and the ground is consequently dry and clean under foot.

47. We have not more than a dozen woodsheds in the whole inspectorate. Our yeomanry prefer to let the rugged oak and maple bolts bid sturdy defiance to the elements, rather than invoke their clemency with planed and painted deals, and they can challenge us to debate as to whether the firewood blocks in their rustic coats cannot outface the universe at as small a cost as can the most durable structure that our arts and ingenuities can devise for their protection.

48. Our school grounds vary in size from half an acre to an acre: The average size is about five-eighths of an acre. I observe that the smaller grounds are usually in better condition, the larger being more prolific of weeds, whose tendency is to grow most rapidly when people are most busily engaged, so that these unwelcome tenants of the school ground are apt to be neglected.

Our schools do not require as large play grounds as formerly: The attendance is smaller than in years gone by. People are marrying later in life. The average number of children in a family is from two to four, whereas it used to be from four to ten. Another cause of decreasing attendance is the prevalent fashion of residing in the nearest town or village, leaving the farm house unoccupied and the rural school attendance proportionally smaller.

COUNTY OF KENT, WEST.

Robert Park, Esq., Inspector.

In doing so I must first congratulate the Minister of Education upon taking up this very important matter, for, should nothing come from the investigation of it but the enquiry itself, much good will result. I have endeavored to make the enquiry as educative as was possible to teachers, trustees, and particularly so to pupils. To that end I made known the nature of the report in every school, and explained, as far as was possible, the aims and objects the Minister of Education had in view in examining into the matters touched upon and did my best to stir up an interest in behalf of improvement, that I hope the pupils may carry into every home, as well as take to heart themselves.

Teachers.—It will be seen by looking at the statistical report that the average age of the sixty-eight rural teachers employed in the schools of West Kent is but twenty-six and one-quarter years, and that the average experience is but five and three-quarter years. If eight of the older teachers be taken away from the sixty-eight, the average age would be reduced to less than twenty-three years, and the average experience to four years, and this average is based upon the close of this year rather than upon the time when it was taken. Of the sixty-eight teachers, sixteen have taught under *one* year, twenty-eight under *two* years, and thirty-four, or half, under *three* years. Of the sixty-eight teachers, fifty-two seem to have excellent health, fifteen good, and but one poor. It is doubtful if in any other occupation you could find a larger percentage of good health than this, yet, as I have observed closely myself, have made enquiry of the teacher, as well as of others concerning him, I believe it to be absolutely correct. There is no teacher in my division, but one, that has any symptom of consumption, and it is doubtful if even he has it, as of late years he is much stronger and more vigorous than formerly.

But again, if one takes the average age and experience into account, he sees that those who are engaged in the teachers' work have mostly been in it but a short time, and hence he may easily come to the conclusion that consumption and other diseases that are thought to be incidental to the profession have not had time to do more than sow their baneful seeds, to have effect later when their subject has abandoned the profession for some other. But here again I am met by the fact that of the eight mentioned already, who are oldest, and who have been longest in the profession, six have excellent, two have good, and none have poor health.

Notwithstanding that fifty-one out of the sixty-five schoolbuildings in the rural district of West Kent have no structural provision for ventilation, and the further fact that many of them are overcrowded, I am forced to the conclusion that teachers as a rule are as healthy as persons in any other occupation. I think also that this is more fully the case to-day than at any time in the past, and I attribute this fair degree of good health under adverse circumstances to two causes:—(1) The teacher understands more of the laws of health than formerly, and takes greater pains to use even the miserable means at his command to purify the air of the school-room. One can scarcely go into a room now where the teacher is not intelligent enough to try to effect a change of air both at recess and at noon. The pupils are induced to go out to play, the teacher commonly going with them, while the windows and doors are thrown open to admit a fresh supply of oxygen. (2) The teacher's work, through improved methods of doing it, brought about by the training of the Model and Normal schools, is much less wearing upon him than it once was. It is true he spends more time after school in devising the means for carrying out his next day's work than he once did, but once his work is devised, everything moves with the precision of machinery, pupils are kept interested and busy, there are no difficulties in matters of discipline for him to fret over, everything is going well, and after a day's work in which he sees his pupils have made progress, each trying to outdo the other in industry, he goes home, not with a load of care, but with pleasure, to prepare for the work of the morrow.

The one teacher in my division who complained of ill-health has abandoned the profession of teaching for that of medicine. His school-room was far below the cubic requirements, yet with an attendance of about seventy children he scarcely ever opened the windows and doors, and of the 111 pupils who complained of headache in the sixty-five schools, twenty-two, or one-fifth of them, belonged to that school. The conclusion that I must come to, therefore, is that though many of the school-rooms are inferior to what they should be in point of ventilation, if the teacher makes use of what he is now compelled to know of hygienic laws, neither he nor his pupils need suffer much from ill-health engendered by bad ventilation.

Pupils.—There were present in the sixty-eight divisions of rural schools visited, 2,096 pupils, or an average of thirty-one in each division. The busy season, when child labor can be utilized on the farm, is the cause for the comparatively low average, the Truancy Law seeming to have no effect in the rural districts. Of the 2,096 pupils, I found but three actually wearing spectacles, and two others who had need of them, that

is one pupil in every 420 has necessity for glasses. This does not show that "myopia is dreadfully on the increase." I also found but twelve who are defective in hearing, or one in every 175. The number apparently weak, thirty-five, is also comparatively small, and the number who are indifferent to play is so small that unless they are imported this county will have a dearth of "moping misanthropes" in the generation to come. In the sixty-eight school divisions there have been twenty cases of contagious disease, but in nearly every case there were but one or two afflicted, and no fatality that I could hear of. Through the training received in the model schools the teacher understands the danger to the community from the spread of contagious disease, knows his duty in the premises, and makes use of his powers to prevent its dissemination. There seems then to be little danger now of the school becoming the agent for the spread of contagion.

I am sorry to report that there are but eight sporting clubs in the sixty-five rural schools of West Kent. While gathering the matter for this report I have done my best to interest both teachers and pupils in this very important matter. I have called attention to the value of play as recreation, and as a means of developing muscular power, but I have been still more particular to call attention to its value as a means of developing true manliness. I have also called attention to the fact that boys will learn to manage business affairs of after life in a business way in the organization and management of a good sporting club. From the interest shown by teachers and pupils in what I had to say I feel certain that much good will result.

Schoolhouses.—While we have in West Kent a few of the finest rural school buildings in the province, I regret to have to say that there are yet in this division one-third of the buildings below the cubic requirements. There are thirty-two without a porch, and sixteen without either porch or ante-room. If it were not that the teachers in these schools were very careful in training their pupils in habits of neatness, these schools would present a very untidy appearance, and the floors might be littered with matter that would be conducive to ill-health. I think it would be right and proper, and eminently in the interest of all concerned, if the Minister would make it compulsory for every school building to have a porch or ante-room, before participating in the school grant. I have asked for it in every case, and so far have had no result from my request. Notwithstanding this want of what is absolutely necessary, I found but one room out of sixty eight that showed any sign of untidiness at my last inspectorial visit, and there the room had not been swept the day before as required by law. I have called the attention of that Board to the defect and I hope that it will at once be remedied by a daily service.

All the schools but four have regularly appointed janitors at an average salary of about \$25 per annum, and the remaining four are taken care of by the teacher. I hope to have these teachers leave this work to the janitors entirely, though I believe, that, in three or four cases, the teacher undertook the care of the school because the janitor's work had been unsatisfactory.

Most of the boards provide for having the school-room scrubbed at least twice a year, many of them four times, and a few arrange with the janitor to do it monthly. There were but two not scrubbed in 1895, and these were scrubbed in December, 1894. Half of the schools, thirty-four, have been whitewashed since January, 1895. Many of the remaining half are ceiled with wood, and walls and ceilings are painted, not only of these, but of several of the better schools, where the walls and ceiling are of plaster. Some eight or ten have been thus treated this year. In two of the schools the crudest kind of wooden seats are still in use, and in eight others they are old-fashioned and uncomfortable.

It is to be regretted that some boards seem to think that blinds are a superfluous luxury. I have insisted upon these being procured where necessary, and in most of the eighteen cases reported defective the fault lies with the care given to the blinds after they are procured. Two or three tacks come out, the blind falls and is put in a corner for repairs, which it never receives, when two minutes' work upon the part of the teacher or an older pupil would put all to rights again. I have pointed this with similar matters out to pupils and teachers, and hope to see these things receive better care.

Thirty-seven, or more than half the schools, have windows without weights, but about two-thirds of these are supplied with catches for holding the sash when lowered or raised. There are no less than fifty-one out of sixty-eight rooms without adequate means for ventilation. Some of these buildings are almost new, and yet no care has been taken to draw the foul air from the rooms by means of a ventilating shaft connected with the chimney. Of course many of these rooms have means for allowing cold air to come into them, but make no provision for vitiated air to get out.

Of the six stoves reported in poor condition, all but two were merely dirty, and I have no doubt new stoves have been procured instead of the two which were defective.

School Grounds.—The largest school grounds in the division contains one acre, the smallest one-half acre, and the average is ten-thirteenths of an acre. In two of the townships nearly every ground is one-half acre, in the other three nearly every ground is one acre. There are four schools, under the control of two school boards, where the grounds are unfenced, notwithstanding my appeals that the law should be carried out. The boards are of the opinion that the school property assumes a city air when it has no fence. What I have said with reference to school porches would apply with equal force to the case of unfenced grounds, for I find that carelessness with reference to fences leads to carelessness about improving the grounds, and about the condition of the water-closets.

Though the country is very flat, most of the grounds are fairly well drained, and but few have no shade trees. Many trees have been planted during the past three years, but the seasons have been so dry that no inconsiderable number have died. Nine schools have no shade trees, and the greatest number at one school is fifty-seven, while thirty-nine schools have twelve or over. Many of the schools have the trees arranged beautifully, but there seems to be too little attention given to beautifying the grounds with beds of flowers. I have attempted to stir up an interest in this matter and expect some improvement next year. Fences and gates in other places than the four mentioned, are generally well kept, and where I have reported them defective they are about to be repaired.

I report but forty-seven wells in sanitary condition. All are in a sanitary location, but owing to the very dry weather many of the others are without water, and a few need to be cleaned out.

All the schools have separate closets, but there are no less than fifty separate closets not properly screened, and eight of these belong to the four schools with unfenced grounds. One hundred and thirteen were in good condition, the remaining seventeen needing repairs. It is rare to find anything wrong about school closets now. In some of them you see traces of the barbarism of a few years ago, but very little sign of present immorality or uncleanness. Where I have seen the slightest trace of either I have called the attention of the pupils to it in such a way as to make them resolve to do better. Most of the teachers inspect the closets daily, a few weekly, and only two irregularly. These two will hereafter, I hope, look upon this as one of the most important duties of the teacher.

Grading of the Schools and Grounds.—I have graded nineteen of the schools I, thirty-seven grade II., and twelve grade III. Those graded I are good, substantial, modern buildings, either brick or frame, most of them heated by furnaces, and supplied with fair means of ventilation, though not all having ventilating shafts. They have within, all the requisites necessary for good teaching, as well as providing for the comfort of the pupils.

Those graded II. are good fair school buildings, but not provided with modern means of ventilation. They are substantial, and though lacking in some respects, are still suited to the purpose for which they were constructed, and will answer for school purposes for a few years to come.

Those graded III, are small inferior buildings, cramped, destitute of porches or ante-rooms, and they really ought to soon vanish from the landscape and give place to better and more comfortable buildings.

As to the grounds, I have graded twenty-one grade I., thirty-five grade II., and nine grade III. Those graded I. are nicely levelled, have a good sod, are well shaded with trees fairly well grown, have proper walks where necessary, are kept trim and neat, with some attempt at ornamentation by means of flower beds: those graded II. are suitable for play grounds: they have been levelled and otherwise cared for, planted with trees, in some cases not grown yet into shade, and in some cases seeded but not yet having a good sod: those graded III., are, some of them, unfenced, and all neglected.

COUNTY OF LAMBTON, No. 1.

Charles A. Barnes, Esq., Inspector.

Teachers.—The health of the teachers is very good, sixty-one out of sixty-four reported as being in either excellent or good health, and seventy per cent. of that number as being in excellent health.

I cannot think that this is owing to the ease with which the work may be performed, or to the excellent sanitary condition of the schools, but rather to the rapidity of the changes in the profession; nearly forty per cent. of those reported as in excellent or good health are in the first year of teaching and twenty-nine per cent. of the remainder in their second year; and hence the injurious effects arising from teaching in unsanitary buildings are not observable, or have not had time to develop.

Many teachers, however, complain of being tired and worn out at the close of the day—this is doubtless owing to the exhausting labor required and the impure atmosphere of the school-room. This condition of things has also an injurious effect upon the pupils—they become languid and sleepy and more restless as the day advances, and hence I am satisfied these defects might be greatly remedied by a proper system of ventilation being insisted upon in all our public schools.

Pupils.—The use of glasses I think is not more prevalent than usual, at all events there are only nine cases in an aggregate of 1,700 pupils, which certainly is not very large. The usual games are football, baseball and cricket, but in many cases no particular sports are indulged in and no organized clubs are found among them.

Schoolhouses, etc.—The arrangements for scrubbing, sweeping, lighting fires, whitewashing, etc., are far from satisfactory. Fifty-three per cent. of the schools have not been whitewashed during the year, and many of them for several years.

Twenty per cent. have not been scrubbed during the year, and in many cases those that have been scrubbed were done by teacher and scholars on Arbor Day.

The sweeping in a majority of schools is done by the children at noon, and the pupils are thus compelled to eat their lunch in the dust of the school-room, or outside frequently in cold and stormy weather. The dusting of the seats, desks and furniture in these schools is not done at all, and consequently they do not present a very clean and tidy appearance.

In a number of the schools the trustees make their contract with the teacher to teach the school for a certain salary, the lighting of the fires and the sweeping being included.

There are, however, a few schools whose trustees take a lively interest in all that pertains to the well-being of the school, and these schools are not only efficiently conducted by the teacher, but the cleanliness of the room and the satisfactory condition of the premises are worthy of much praise.

School Grounds.—The school grounds have much improved during recent years but still much remains to be done to make all rank *first-class*. Walks are in many cases provided to the door of the school-room, of either gravel or plank, but to the outbuildings they are almost unknown, there being only eleven, or seventeen per cent., of the number reported that have walks and some of these are very inferior.

Shade trees are found in a large majority of the school grounds, but there are a few which have no shade trees, notwithstanding that the attention of the school authorities has been repeatedly drawn to the matter. The grounds are sufficiently large to prevent the necessity for any playing on the highway. In a large number of the sections the area of the play ground is *one* acre and the average is $\frac{2}{3}$ of an acre.

The closets, speaking generally, are in an unsatisfactory condition. There are no walks except those previously mentioned; seventy per cent. are not screened, many have no doors, and forty per cent. of them are not in proper condition for use.

The attention of trustees has been repeatedly directed to this matter, but so far the results are not very encouraging.

I think some plan should be adopted by the Department that would secure better ventilation, and an improved condition of the premises and outbuildings.

COUNTY OF LANARK.

F. L. Michell, Esq., Inspector.

Teachers.—The health of the teachers is not worse than that of persons engaged in other work. A small percentage suffer from indigestion and liver complaint brought on by badly ventilated rooms and insufficient exercise. These teachers do not attend to the state of the air and to the ventilation of the rooms. Quite a number are injured by chalk dust, which produces catarrh of the throat. Trustees should be compelled to provide proper wipers or dustless crayons. There is no reason why teachers should not be as healthy as others, providing they observe the principles of hygiene with which they are all familiar. I should like to see a straight question placed on each half-yearly report, of this nature: "Do you as trustees honestly declare that your school affords comfort and convenience to the teachers and pupils, and has it been kept in a cleanly condition during the term?" A satisfactory and truthful answer to this question should be a *sine qua non* in respect to the apportionment of the school grants.

Pupils, etc.—I do not believe that pupils' eyes are being injured to any appreciable extent under the present system. Very few pupils in this county use glasses, and these are either near-sighted by heredity, or affected by the diseases for which the school cannot be held accountable. I have known of only two cases of spinal curvature, and these were the result of too rapid growth. Overcrowding and bad ventilation are doubtless grave evils, but in our rural schools are not prevalent. Warmer schoolhouses and better heating appliances, such as could be obtained by stove casings, are more needed than larger school capacity. The heat supply is often both inadequate and badly distributed; I am strongly in sympathy with your suggestions regarding sports and games. Many teachers not only do not direct the sports of their pupils, but do not even know what these sports are. Games that do not develop the faculties and give rise to healthy emulation are almost useless in the school economy. Could not a cheap pamphlet of school games be prepared and distributed with a view of encouraging progress along the lines indicated?

Schoolhouses, etc.—I have experienced the greatest difficulty in getting trustees to keep the school buildings and outhouses clean. In many cases the floor would never be scrubbed, nor the walls whitewashed unless threats were applied. The regulations on this count can scarcely be too stringent. The school floors should be thoroughly washed with boiling water and soap, at least twice a year and the walls should be either thoroughly washed when painted or lime-washed when not, at least annually. Neither of these jobs is often well done, the trustees let the work to the lowest tender and the floors are mopped over with cold water and the walls are left in a condition far from satisfactory.

School Grounds.—Here also much carelessness is prevalent. The grounds are not kept free from thistles, and hence are unfit for the use of the children who are mostly in their bare feet in the summer. Too many of the lots are not kept neat and tidy and en-

courage the pupils to be satisfied with a slovenly environment. The condition of the closets in many cases is simply disgraceful. Double-closets are too common, and hence modesty—the crown of womanhood—is not encouraged. Separate buildings should be required, and the girls' closet should be carefully screened. The regulations should require the closets to be disinfected and regularly cleaned. The evil of dirty and badly constituted closets does exist and ought to be thoroughly stamped out.

I have graded the houses and grounds as directed, but so many factors enter to make up the grading that it cannot be fully dealt with. The regulations should be explicit, and after due notice trustees should be compelled to improve in these respects.

In conclusion, I beg to thank you for your efforts towards the improvement of our schoolhouses and surroundings. I can assure you that I have done what I could to meet your desire and if you, as I hope you will, require more attention to these important matters, I will carry out your instructions to the letter.

COUNTY OF LEEDS, No. 1.

William Johnston, Esq., Inspector.

(1) The hardships to which teachers are exposed during the winter have an injurious effect upon their health. (2) The impure atmosphere of the school-room weakens teachers, especially females. (3) Very few teachers maintain good health if they teach five or more years. (4) I do not think spectacles are more used now than formerly. (5) I do not see any signs of spinal curvature among pupils; the desks, with few exceptions, are suitable. (6) Organized games, etc., are almost unknown in rural schools. (7) The arrangements for sweeping, etc., are satisfactory: few schools are neglected in this respect. (8) The school grounds are by no means in a satisfactory condition. This remark applies to about one-third of the schools.

For several years I have made the "sanitary conditions of schools" my "peculiar care," and hence my schools are in fairly good condition.

COUNTY OF LEEDS, No. 2.

Robert Kinney, Esq., Inspector.

Teachers.—The average age of teachers is twenty-four years, while the average experience is four years. The average number of days lost by sickness during the year is one and a half, and in no case was the sickness chargeable to the school-room. The health of fifty-one teachers is reported excellent, twenty-nine good, and six inferior. They do not appear to suffer to any appreciable extent from the effects of bad ventilation or the unsanitary condition of the school-room. Perhaps this immunity is due to some extent to the small average attendance of pupils, being less than twenty, as well as to the enforced exercise in walking, morning, noon and night, to and from school. The health of the older teachers is either good or excellent.

Pupils.—Out of one thousand three hundred and forty-nine, seven wore glasses, or about one-half of one per cent. More attention is paid to the care of the eyes now than formerly, and this fact alone is sufficient to explain the increased use of spectacles. Without doubt, myopia and other diseases of the eye may be caused by continuous application of the eye for too long a time to the printed page, under circumstances where the light is not favorable, and where the normal conditions are not observed. While reading, the eye should occasionally be relieved, as in nature, by viewing large objects at long distances as well as small objects at short distances.

Schoolhouses.—In grading the school buildings we considered the kind of building, its capacity, its seating accommodation, lighting, heating, cleanness, and its means of ventilation. It seems to be a difficult matter in rural sections to get suitable caretakers for the school buildings, the result being that cleanliness is not as much in evidence as it should be. The use of the scrubbing brush, as a means of moral as well as physical education, is not well understood. The crayon is sometimes preferred to the broom. We are perhaps too busy *apperceiving* to *perceive* what is so plainly evident, namely, that cleanliness is not only next to godliness, but that it is also the basis of all sanitation.

School Grounds.—The grading of school grounds into classes I., II. and III. is based on general suitability, such as size, drainage, elevation, trees, fencing and caretaking.

Generally speaking the school grounds and closets are neither tidy nor well kept. If inspectors had the power to prevent the payment of the \$100 municipal grant in cases where trustees were either negligent or unwilling to discharge their duties in this matter, the evils that now exist would soon be remedied. At present the care taken of the school premises is far from being satisfactory. For the future we shall endeavor to deal with it fully and fearlessly as directed by the Department.

COUNTY OF LEEDS, No. 3.

T. A. Craig, Esq., Inspector.

Teachers.—(a) *Health.*—The accompanying statistical report shows that only about three per cent. of the teachers in this inspectorate are inferior in health, and that only one case of sickness is chargeable to the school-room. It is also noticeable that while the teacher spends about one-fourth of his time in the school-room, only one out of thirty-eight cases of sickness is reported as caused by living in the school. It will further be noticed that the average age of these teachers is twenty-three and one-half years, and the average years' experience is more than four. Considering these facts, one is forced to conclude that after all the teacher's life is not fraught with special danger, at least, during the first years of service.

(b) *Exercise.*—Many of the teachers—particularly the ladies—do not take a proper amount of outdoor exercise. While a good number are reported as having regular times for recreation in the open air, a considerable portion of their exercise consists of walking to and from their boarding-house to the schoolhouse. This distance is seldom more than half a mile, so that the whole distance thus travelled in a day would not exceed two miles.

(c) *Special diseases.*—The prevailing disease in this part of the province is nasal catarrh. Improper ventilation and want of cleanliness do much towards disseminating this disease. I cannot say that the teachers suffer from any special disease which may be said to originate in the school-room or be peculiar to school life. I am convinced, however, that there is a failing or breaking down of the weaker parts sooner than would have been the case had physical education received proper attention.

Pupils.—(a) *Spectacles.*—I found only three pupils, out of 1,385, wearing glasses. I also noticed a few children who were near-sighted, but were not provided with spectacles. These facts indicate that there is no serious ground of complaint regarding the failure of the children's eyes.

(b) *Deformities.*—Such deformities as spinal curvature, rounded shoulders, curvature of the femur, one shoulder higher than the other, etc., are noticeable, and are no doubt the result of improper seating and improper attention to the position of pupils in their seats. Although I have reported only nine schools with defective seating, there are many in which the graduation of the seats is not what it ought to be. Teachers do not give enough attention to seating their pupils so as to guard against all conditions which either cause or tend to cause deformity.

(c) Sporting clubs, etc.—The teachers entirely neglect their work in the play ground. Few of them know how to make the best possible use of the recesses, and so do not take any part in the children's games. The organization of the pupils into clubs, or groups, and directing them in their games, is reckoned by most teachers as foreign to their work.

Schoolhouse.—(a) Scrubbing.—Trustees do not make proper provision for keeping their schoolhouses clean. A school-room should be scrubbed, at least, once a month or oftener; most trustees imagine that if they get it scrubbed once or twice a year it is all that is required. This work is in most cases very carelessly done.

(b) Whitewashing.—Very few schools are whitewashed oftener than once in three years, and, like the scrubbing, the work is frequently done by incompetent persons.

(c) Sweeping and dusting.—Most of the schools are swept daily, but this work is also too carelessly done. In many cases it is left for the pupils to do after four o'clock, or, during the noon hour. The dusting is frequently neglected altogether.

(d) Trustees neglect, and sometimes refuse, to make proper provision for keeping their schoolhouse clean, and as a result the sanitary condition of many of the schools is anything but satisfactory.

Grading of Schoolhouses.—I have graded as (a) Excellent.—Those having proper seating, special provision for ventilation, special arrangements for heating, good floor and walls, proper lighting, good blackboards, and windows in good condition and properly arranged.

(b) Good.—Those having proper seating, good ventilation, but, no special provision for admitting fresh air, ordinary heating, good blackboard, floor, walls and ceiling in good condition.

(c) Inferior.—Those having defective seating, ventilation not good, or only by opening door or raising lower half of windows; floor, walls and ceiling broken or requiring repairing, blackboard only fair and heating ordinary.

School Grounds.—(a) Condition of grounds.—The school grounds—with the exception of four—are dry and suitable for play grounds. The four which are rated inferior are so classed because they are rough and uneven. With two exceptions, every school in the inspectorate is provided with the required amount of grounds.

(b) Closets.—These buildings are neglected by both the teachers and the trustees. They are too often miserable make-shifts, instead of good substantial buildings properly screened and comfortable. I invariably report the condition of these buildings to the trustees, but I find that there is the same indifference, on the part of these officials, in performing their duties in this particular that there is in regard to the scrubbing and sweeping.

Grading of School Grounds.—I have graded (a) Excellent.—Those having ornamental fences along the highway, the remaining fences good, suitable gates, grounds level, dry, well planted with shade trees and provided with suitable walks.

(b) Good.—Those having ordinary board or log fences, good gates, dry, fairly level, partially planted with shade trees and having some walks.

(c) Inferior.—Those having fences and gates out of repair, grounds uneven or wet, few if any trees and no walks.

COUNTY OF LENNOX AND ADDINGTON.

Frederick Burrows Esq., Inspector.

Teachers.—The teachers of our rural schools are generally young and healthy. In most cases they remain so short a time in the profession that it is hard to determine to what extent they are affected by the conditions of their work. I am not aware of any disease peculiar to them. Bicycle riding and walking are the exercises usually taken in suitable weather.

Pupils.—The children attending our rural schools are usually robust and fond of physical exercise.

There is very little increase in the use of glasses. The light in the school-rooms is good and by means of blinds is in many cases admitted from the left and rear of the pupils.

In the recently built schoolhouses a good part of the light comes through high grouped windows behind the pupils. Spinal trouble is extremely rare. Our rural schools with few exceptions have become small, and the large cubic area as compared with the attendance has greatly lessened the effects of imperfect modes of ventilation. With the exception of measles and whooping cough our schools have been very little troubled with epidemic diseases this year.

Schoolhouses.—As many of our rural schoolhouses are wood-ceiled, washing or painting has taken the place of whitewashing in such.

A good many of those plastered were whitewashed this year. Arbor Day is largely devoted to a general cleaning up of both houses and yards. The trustees usually have the houses well scrubbed at least once a year. The sweeping is done in many cases by pupils. As a general thing I find the teachers anxious to have their school-rooms clean and neat, and willing to lend a helping hand to keep them in this state. Both ventilation and proper lighting are receiving due attention in the erection of new buildings.

School Grounds.—On some of the sites selected many years ago, because of their rocky and valueless condition it is extremely difficult to maintain a fence or make a tree grow. These old rocky sites are, however, dry and healthy.

As by-laws exist restraining cattle from roaming at large, some trustees are disposed to leave their school grounds without a front fence. This I have opposed, and have been met with the answer that the regulations are not mandatory. The grants are so small in many cases that the threat to withhold them has no great force. It seems to me that inspectors should have the moneys payable under section 109 under their control, to bring negligent and parsimonious trustees to a sense of the duty they owe to the rising generation. The school grounds are sufficiently large, none being less than half an acre, and most of them dry and suitable for play grounds. The closets are cared for much better than formerly. I have advised that the sweeping of the school-rooms be thrown into them. The dust being limy serves not only to deodorize the closets, but to disinfect them as well. I have in some cases to complain of the remissness of teachers as well as of trustees in the matter of the out premises.

COUNTY OF LINCOLN.

James B. Grey, Esq., Inspector.

Teachers.—The general health of our teachers is excellent. In the county of Lincoln there are sixty-four rural teachers, of whom fifty-eight are under thirty years of age, and these, with two exceptions, are physically strong and enjoy good health. Their power of endurance seems to be little effected by the work of the school-room. Of course, owing to the great expenditure of nervous energy, a feeling of weariness is frequently felt at the close of the school, but this soon wears away. So far as I have observed during my long service, I cannot say that any of the ailments referred to in your circular are peculiar to the profession. To maintain unimpaired their physical powers, teachers walk a great deal, and quite a number, both male and female, ride a wheel. I know of only one case in which a teacher's health suffered from an overcrowded, ill-ventilated room. The cause has been removed by the trustees erecting a new and commodious schoolhouse.

Pupils.—I do not observe that spectacles are more used than they were ten years ago, or that the number troubled with near-sightedness is increasing, neither do I see any signs of spinal curvature or rounded shoulders that can be attributed to improper positions

in sitting, or to any other cause incident to school life. With our improved desks, and with proper care on the part of the teacher, these deformities should, instead of increasing, decrease. In the rural districts the organization of clubs for outdoor sports does not receive the same attention as in towns and cities. It is a rare thing to find a teacher, especially a lady, directing or supervising the games of the boys.

Schoolhouses.—Trustees in this county usually arrange with one of the scholars to light the fires and sweep and dust the school-room every day, at a salary varying from \$15 to \$25 a year, and, according to the reports of the teachers, the work in most cases is satisfactorily done. As a rule, our school-rooms are scrubbed out three times a year at an extra cost, and when the walls and ceilings are not papered or wainscotted, they are, with some exceptions, whitewashed once a year.

School Grounds.—Quite a large proportion of the playgrounds are well kept, well drained, neatly fenced, supplied with good walks, and as large as the law requires. I believe every lot has been planted once or oftener with shade trees, but either from want of care, or the unsuitable nature of the soil, the trees in many instances never came to anything, so that under this item I am unable to make a very satisfactory report. Your impression in regard to the sanitary condition of the closets is correct. I frequently find the boys' closet in a filthy state, due generally to the neglect of the teacher. I find it impossible to get young female teachers to inspect the closets regularly, or talk to the boys about the necessity and propriety of keeping these places clean. How to keep them in good order is one of the most perplexing problems an inspector has to deal with.

Grading of Schools—Of the thirty-seven schools reported upon, I have put down nineteen as excellent, because the buildings are comparatively new, in first repair, well lighted and heated, and well ventilated; thirteen as good, because they are not equal to the first grade in the above particulars; and five as inferior, because the buildings are old, and will have to be replaced by new ones in the near future. Of the school grounds, I consider thirty as excellent, because they are dry, level and well fenced; six as good, because they are dry and well fenced, but the ground is somewhat uneven; and one as inferior, because in spring and fall, or during a freshet, the ground is wet.

COUNTY OF MIDDLESEX, EAST.

J. Dearness, Esq., Inspector.

(b) In most cases teachers cannot or do not attribute their ailments to any particular cause.

(c) Only a few of the teachers report taking systematic physical exercise (calisthenic, etc.), but nearly all say that they get, in some way or other, sufficient exercise to keep them in health. The majority are young persons who have been teaching only two or three years. The few who have taught twenty years and upwards raise the time of average experience beyond the proportion of their numbers.

(d) Many teachers could not tell when the school-room was last whitewashed. The times reported vary from one to nineteen years.

(e) In many instances the windows were constructed to move on weights, but now one or more are out of repair.

(f) I have not regarded a manhole in the ceiling nor even a flue in the chimney as structural ventilation. The latter in some situations affords considerable ventilation but at the best is inadequate.

(g) It is easy to count the number of pupils who wear glasses, but the number of near-sighted children is quite different. Not all of those wearing glasses are myopic, and many whose vision is short of normal are without glasses. It is only the former who are enumerated in this report.

(h) This number was difficult to obtain. Sometimes when the children were asked, "How many of you ever have headaches in school?" nearly all would raise their hands. I tried to get only those who frequently have been known to have headache.

Nearly every teacher said the pupils are more easily managed in the forenoon than in the afternoon.

(i) I did not get the number of children who suffered from epidemics. The slips asked only the nature of the epidemic, if any. There was typhoid in two sections, diphtheria in one, chicken-pox in fifteen and whooping-cough in seven, sufficiently general to be described as epidemic.

COUNTY OF MIDDLESEX, WEST.

H. D. Johnson, Esq., Inspector.

Teachers.—The teachers in this inspectorate as a whole enjoy excellent health. They do not suffer from any disease that is peculiar to themselves. They do not appear to suffer from such diseases as myopia, bronchitis, pulmonary or neurotic troubles any more than those engaged in other callings. Not a single teacher engaged in the rural schools in 1898, so far as I am aware of, had to use glasses. The time lost by them on account of sickness was considerably less than an average of a day for each teacher during the year 1895, and in no case is it chargeable to any defect in the school-room, but the result in one case of an accident and in the others caused by some slight ailment. Owing to the improved condition of farmers, teachers are now able to secure a comfortable boarding place in almost every rural section convenient to the schoolhouse, which no doubt contributes very materially to their health.

Pupils.—Glasses are not more used now than they were six years ago when I made my first visit to the schools. I found only thirteen pupils in the division that used them in 1895. Pupils do not show any tendency to spinal curvature or rounded shoulders. They all love and enjoy play just as much as their studies. There are only three school houses in the district that are below the departmental regulations for size, and many of them are far beyond the requirements in this respect, so that overcrowding is now almost unknown in the schools. The popular games among the pupils are cricket, ball of various kinds, "bear," "steal the wedge," jacks, marbles, etc. I found only one properly organized sporting club among the boys.

Schoolhouses.—All the school-rooms except four are swept daily. The sweeping is almost invariably done after school hours. In the case of the four that are not swept daily the attendance is very small, being only from five to ten. Trustees with very few exceptions make provisions for sweeping, dusting, and scrubbing by hiring persons to do it. Some of the schoolhouses are scrubbed monthly, some quarterly, some half-yearly, and a few only yearly. Very few of them are whitewashed annually. A large number of them do not require it as they are ceiled with wood which is either oiled or painted. A few of them are papered. The sweepings are generally burned.

School Grounds.—The grounds are generally kept neat and tidy. Arbor Day has done much towards securing this desirable state of things. There is only one yard in the inspectorate that is too small—the average size being 6-7 of an acre. Very few of them have all the walks that are required. From the dry, gravelly, sandy nature of the soil in many of them walks are not much needed, as the paths formed by the pupils from the gates to the school-room, and to the closets, are always dry. All of them have been planted with shade trees, in many cases more than once. Where the soil is suitable these have done well, but where the soil is hard and clayey they have frequently withered and died even after they had grown one or two years. The yards with two exceptions are properly drained.

The state of the closets has improved during recent years, but their condition in too many instances is still far from being satisfactory. They are usually cleaned once a year

and in some cases oftener, but there does not appear to be any systematic attempt at regular weekly or monthly disinfection. There is a growing feeling in the majority of sections in favor of keeping them properly, and this I am persuaded will have a wholesome effect as the chief difficulty that I have found is not so much in getting trustees to put them into a proper state as to get them to keep them properly afterwards. Nearly all the teachers inspect them daily.

Grading of Schools.—In grading schoolhouses for grade I, I have required the school room to be (a) of proper size, (b) in thorough repair, (c) properly furnished and the furniture in excellent repair, (d) fair means of ventilation, (e) building comparatively new. I also considered the general excellence of the building.

For grade II, I have required the schoolhouse to be (a) of proper size, (b) in good repair, (c) properly furnished and furniture in good repair, (d) fair ventilation. I also took into consideration the general state of the building.

I placed all the other schoolhouses that did not come up to the most of these requirements in grade III.

Grading of School Grounds.—In grading school grounds for grade I, I have required the school yard to be (a) of proper size, (b) excellent from a sanitary standpoint, (c) fences and closets in proper repair, (d) some trees and a well properly kept, (e) general suitability of the grounds for school yard purposes.

For grade II, I have required the school grounds to be (a) of proper size, (b) good from a sanitary standpoint, (c) fences and closets to be at least in fair repair, (d) well properly kept, (e) general suitability of the grounds for school yard purposes.

School grounds that did not come up to most of these requirements I placed in grade III.

COUNTY OF NORFOLK.

J. J. Wadsworth, Esq., Inspector.

Teachers.—It will be gathered from the tabulated report that the teachers of Norfolk are healthy and vigorous. It is seldom that a teacher is absent from his school on account of illness. The schoolhouses are very seldom overcrowded (I refer to the rural schools) and the condition of living requisite to the maintenance of a high standard of health are found in nearly every section. I feel certain that philanthropists may restrain their solicitude as to the health of our teachers. They take abundant exercise, many using the bicycle; and are as robust, and have as good a chance for long life as any other class in the community.

Pupils.—As to myopia, it is not on the increase. Spectacles are more frequently worn by children now than formerly, but there is no increase of ocular trouble. Nor is there any tendency to spinal curvature or other deformity. Country pupils find ample scope for muscular development in their long walks to and from school—in helping on the farm—and in numerous games on the playground. The schoolhouses are well warmed and well ventilated; and it is very seldom that I hear of the death of a pupil.

A number complain of headache—not many (84 in 6,000). But it is not over-study that causes it.

Schoolhouses.—The schoolhouses are regularly whitewashed, when not papered, or ceiled with wood, as many are now—matched boards, varnished, and there are only occasional instances of neglect of scrubbing and sweeping. "The elementary principles of cleanliness" are certainly not neglected in Norfolk, in either town or country, except occasionally, when a line from the inspector is sufficient.

School grounds.—I have no complaint to make of these—although I have occasion to notify trustees more in regard to them than anything else. Fences and gates and out-houses, etc., will get out of order, and trustees are not as prompt to repair them as is

desirable. The teachers co-operate with me in endeavoring to keep matters right and if they could spend a few dollars annually for trifling repairs without waiting for the action of the trustees it would be an advantage. It is not an annual wholesale over-hauling that is wanted, but "the stitch in time that saves nine," and it is seldom that trustees can be got to attend to these trifles.

The boys' water-closets are a source of constant trouble. Some better device is needed. The perforated shelf is a failure. A long urinal outside the w. c. is required for one thing; and some different kind of seat.

The girls' water-closets are invariably in good condition.

Grading of Schools and Grounds.—The tabular statement shows the grading. In making it I have taken into account the size, construction, condition and furniture of the building as well as many other items; and with respect to the grounds, have kept in view what an ideal school yard should be.

But in making such judgments it must be remembered that the size and wealth of the section must be kept in view.

Summary.—Upon the whole then, from a sanitary point of view, there is little to complain of in the rural schools, shelter, warmth, air, light and comfort being almost universally found. There has been a wonderful advance in these matters during the last twenty years; and there is certainly no ground for apprehension that disease or any physical defect has its origin in the rural schoolhouse.

COUNTY OF ONTARIO.

James McBrien, Esq., Inspector.

Teachers.—Man is an organic unity, and therefore a healthy body is a healthy mind. Hence I direct my best efforts to secure every influence that will preserve and promote sanitary conditions in and around the schoolhouse. My ambition is to make it the sanitarium of the school section. I have lived to see this accomplished in part. It is a rare occurrence now to see the pale emaciated children that I frequently met with not two decades ago. My teachers, as a rule, co-operate heartily in this great and beneficent work, the redemption of the body from the bondage of ignorance.

One hundred and six out of one hundred and twenty-nine teachers have fixed rules for exercise, the great instrument of all development and, therefore, in strength, vigor and endurance they compare favorably with any other class of society. Hence they are qualified to diffuse the sunshine of cheerfulness among the little ones, as good as a tonic for them. Hence they are also as free from myopia, bronchitis, phthisis, or nervous trouble as any other profession.

Pupils.—There were only thirty-seven pupils out of 2,500 that were using spectacles at my last inspection. We have observed the law of the muscles with respect to the position of the pupil, whether sitting, walking, or standing, and therefore they are growing up perfectly straight and full chested, thanks to physiology and hygiene. During my last tour of inspection, I met with only one case of spinal curvature, and by enquiries, I was convinced it was caused by constitutional weakness.

School Grounds.—In general, they are "tidy and well kept." They are well fenced, planted with trees and many of them decked with flowers. We have 3,284 trees flourishing, that is to say, thirty on an average for every section in the country. The size of the playgrounds is a little more than seven-eighth of an acre on an average. The wells are annually cleaned out, disinfected, and some of them ventilated. My purpose is to see that they are all ventilated. The closets are regularly cleaned out and disinfected, with a few disgraceful exceptions. When I come to such I set the Board of Health in hot pursuit of them. I am often at a loss to know the name of the secretary of the board. The law should require them to send the name to the county inspector.

Schoolhouses.—The most of my schools are swept every evening and scrubbed three times a year by a janitor. They are whitewashed every two years, according to reports. Some are painted and varnished, I consider this superior to whitewashing, as the microbes cannot make a home in the paint, nor the dust find a lodgment, as cleanliness is a part of godliness. When we meet with a dirty schoolhouse, we raise a little earthquake. This now is a very rare occurrence.

Grading of Schools, etc.—In general terms I made the fulfilment of the requirements of the regulations the basis of my classifications with respect to dimensions, equipment, planting and ornamenting grounds. I did not compare the 1st class with 2nd, respecting the situation of the sites.

COUNTY OF OXFORD.

William Carlyle, Esq.

Immediately after the passage of the new school Act, 1871, Oxford began the erection of new school buildings, and seventy-five were erected before the introduction of the regulation that now governs the capacity of school-rooms. Hence some schoolhouses comparatively new and in good condition, fall short in cubical contents of the requirements of the latest regulation. Since the erection of these buildings, great improvements have been made in school architecture and equipment. The more recently built schoolhouses are splendid in design and equipment. Every inspectorate will have its specialties. After this county supplied a new building in every section where one could be reasonably asked for, amounting to three-fourths of the school sections, a common desire actuated all concerned in school management to advance the schools themselves, morally and intellectually, to a state of efficiency that would make them worthy of the improved accommodation provided for them. In this, the most important feature of school improvement, success, I am satisfied, has been attained.

Now in turn another advance can be made on the line of accommodation, and your circular will have its effect in suggesting wherein school buildings and grounds can be made conducive to better sanitation, and as a matter of course to more satisfactory progress on the part of the pupils.

COUNTY OF PERTH.

William Alexander, Esq., Inspector.

Teachers.—About thirty-seven per cent. of the teachers report their health as being "excellent;" fifty-nine per cent., "good;" and four per cent., "inferior." Very little time is lost by our teachers on account of sickness, and I think the instances are rare where the teacher's illness can be traced to any unsanitary condition of the school-room.

Pupils.—Very few pupils wear spectacles, and I am quite sure the number has not increased during the past ten years. Physical defects and deformities are rarely met with among the pupils. As our school-rooms are better lighted and are provided with more comfortable seats and desks than formerly, one would not expect to find physical defects on the increase.

Comparatively few of our schoolhouses have what might be considered a complete system of ventilation, but nearly all of them can be tolerably well ventilated if in the hands of thoughtful and careful teachers. During the winter months, however, when the attendance is large, and when warmth seems to be the first consideration, I believe the pupils often suffer from a poisonous atmosphere, more especially where there are no structural arrangements for ventilation. The health and general welfare of the children lie largely in the hands of the teacher, and this makes it all the more important that our schools should be in charge of teachers of good sense and good judgment.

Only a small percentage of our teachers take any interest in the sports of the children, and with the exception of a few football clubs there are no organized sporting clubs among the boys.

Schoolhouses.—During the past ten or twelve years there has been quite an improvement in the condition of our schoolhouses. The schoolhouses are in general fine, respectable buildings. Twelve rural schools have basements and are heated with furnaces.

In a great majority of the sections a person is employed to sweep the school-room daily, and in winter to light the fires in the morning. Provision is also made for scrubbing the floor several times a year. The number of school-rooms whitewashed seems small, but this is owing to the fact that in many schoolhouses the walls and ceilings are painted and tinted and only require brushing down or washing, and in a good many others the walls and ceilings are made of wood, oiled and varnished. I find that more attention is given, each year, by trustees to the cleanliness and orderly condition of their school-houses.

School Grounds.—For the most part the school grounds are well kept, and are nearly all provided with a well, woodhouse, separate closets, gravel walks and a goodly number of shade trees. In a few cases it has been found impossible to get good water on the school premises, and arrangements have been made to get a supply of good water elsewhere. As to the closets, I too often find them in a most unsatisfactory condition. In winter the doors are found standing open and the closets partly filled with snow. Again and again I have recommended that weights or springs be attached to the doors so that they would not remain open. I have asked the teachers to inspect them daily and see that they are kept in good sanitary condition. The bad condition in which many of them are is chiefly owing to the negligence of the teacher.

The requiring of this sanitary report will, I believe, have a good effect, as it very pointedly directs the attention of trustees and teachers to the requirements of the law regarding the proper care of the indoor and outdoor school premises.

COUNTY OF PRINCE EDWARD.

G. D. Platt, Esq., Inspector.

Teachers.—My observations of the general health of our teachers fully bear out the figures in my statistical report. During my entire tour this half-year I did not find one teacher laid aside by illness, or even complaining of indisposition. Only two reported their health as inferior. The number of days lost by illness would probably have been much less but for the prevalence of an epidemic known as German measles which attacked many schools and from which the teachers did not escape.

Only twenty-six are reported as having fixed rules for exercise, but nearly all take regular exercise in some form or other—many by taking long walks to and from their boarding places, others by assisting in household duties and in other ways. Most of the teachers take part in the games on the play ground to a considerable extent, but very few carry their supervision as far as is necessary to secure the best results in developing and strengthening character.

Pupils.—Of over 1,400 pupils present at the time of my visits only twenty-seven are reported as in feeble health, and only fifteen as wearing glasses. A few other pupils should have glasses, but very few. I see very little change in this respect in the rural schools, but I shall have a different report when I come to the towns.

I have not noticed any case of physical deformity due to the school seats and desks. As to overcrowding, we have hardly an instance in our rural sections. The great trouble

is that our school population is not half equal to the school accommodation. In seventeen schools the attendance at my last visit did not exceed twelve at any one, and in only thirteen schools were there more than thirty pupils in charge of one teacher.

In the larger schools, baseball and football clubs are formed, and considerable enthusiasm is manifested by the pupils, and in the smaller schools oftentimes boys and girls take part in the same game of ball, frequently under the eye of the teacher. Only twenty-five pupils of the 1,433 are reported as indifferent to play. This circumstance should furnish a fair indication of the condition of the pupils' health.

Schoolhouses.—The number of school-rooms reported as below the regulations in cubic contents for the number enrolled is, with perhaps an exception or two, sufficient for the number in actual attendance.

The small attendance at most of our schools may be accepted as the explanation why more has not been done to secure better means of ventilation, and is also sometimes made the excuse by trustees for the neglect of duties which would be more thoroughly discharged in cases of necessity.

A large number of our schoolhouses are sealed inside with lumber instead of being plastered, thus doing away with the necessity of whitewashing. In others the whitewashing is too often left until the walls and ceiling become dingy and disfigured with smoke, or in some other way.

The floors are scrubbed and the desks and woodwork washed generally twice a year, in a few instances oftener, but in others not more than once a year. This is done by some persons employed by the trustees, but in several sections the trustees report that it is impossible to find one to hire for the purpose.

The sweeping is usually done by a caretaker, but in several schools the task falls to the pupils. This is especially the case in small schools. With very few exceptions the sweeping is done every day.

Very little has been done in the way of structural ventilation for the reason above referred to, though in most houses the windows are lowered from the top and other devices employed for the purpose.

School Grounds.—These are as a rule well kept. In nearly every case they are clean and dry at all times of the year. One too common disadvantage is that the soil is poor and not suited to the growth of shade trees. This of course applies to a small minority of about a dozen schools, but is sufficient to mar the general character of the record. A large portion of the grounds have been properly enclosed, but in some instances the front fence has been removed as an unnecessary hindrance in the winter, or not required for use or ornament at any time. I may say that the custom is being quite extensively applied to private residences, and where cattle are not allowed to run at large does not seem so objectionable as formerly when this was not the case. Still I prefer to have the front fences retained. A considerable degree of taste and care are manifested not only by teachers and pupils, but by trustees as well, in keeping the premises neat and attractive.

Most of the grounds embrace half an acre and a few are still larger. All the schools have separate closets, except one, which is a very small school. In nearly every case the closets are screened from one another, but in many cases not from the road. In answer to my repeated demands, trustees are generally careful to have these places kept in good condition. The greatest difficulty is experienced in the winter from the impossibility of keeping them free from snow. The paths to the closets are all right in the summer, but sometimes neglected in the winter. Teachers should call upon trustees to have this matter attended to when necessary.

Grading of Schools.—I did not have this matter in mind during my last visit, but from my intimate knowledge of every house and grounds, I find no difficulty in making the required classification.

As to the house, I consider its external condition and appearance, door and approaches, porch, etc.; its internal arrangements—stove and pipes, seats and desks, blackboard, windows, height of ceiling, general neatness, tidiness, cleanliness, brightness and air of comfort.

As to the grounds, their size, condition of the surface, condition of the fences, number and size of the shade trees, appearance and location of the closets and condition of the same.

I desire to add in the matter of *wells*, that at first I insisted on a well for each school site, but afterwards I allowed as an alternative, that a school board might obtain the right to get water from the nearest neighbor, and results show this to be the more satisfactory arrangement. Several of the wells at the schoolhouse have been abandoned, either on account of the quality of the water—that is from its mineral taste—or from the great difficulty of keeping it in order, and its going dry frequently.

In classifying the schools of Prince Edward according to the character of the buildings, I regard twenty-nine as excellent, forty-one as good and five as inferior.

The school grounds I would arrange as in my statistical report, thirty-eight excellent, thirty good and seven inferior.

COUNTY OF RENFREW.

R. G. Scott, Esq., Inspector.

I find it is very difficult to get trustees to realize the importance of regularly attending to the cleanliness of the school room, and having the walls and ceiling cleaned and whitewashed even once a year.

Much difficulty is also experienced in having window blinds provided and properly set up. However, the teacher is usually a valuable auxiliary in this matter.

The sweeping of the school-room is generally well attended to by the teacher and pupils, and of the seventeen reported as not swept daily, the greater number are swept regularly three times a week.

There is no matter regarding which I have observed such surprising indifference on the part of trustees as that of water-closets. In many cases the strongest representations have been of no avail till a threat of the withdrawal of the grant has been made. There are, in fact, four such cases pending at present.

In choosing school sites trustees almost invariably exercise due care to select as good locations as the circumstances will admit of.

In building new schoolhouses, of late years, the trustees attend to the four following points at least:

They build them of a size suitable to the numbers attending; they put them on well-built stone foundations; they lay close, double floors; and they put in long, high windows.

Although the sashes are hung on weights in so few instances, still a considerable number are furnished with other appliances for lowering and raising them.

UNITED COUNTIES OF PRESCOTT AND RUSSELL.

W. J. Summerby, Esq., Inspector.

Teachers.—The great majority of our teachers are young and in excellent health. The four cases of sickness reported as referable to the insanitary condition of the schools were, in three instances, due to bad ventilation; and in the other, to a bad floor, and consequent cold drafts.

Many cases of slight illness not reported are no doubt due to the breathing of impure air ; and it is probable that a good deal of the listlessness observable in some schools is owing to the same cause.

Pupils.—Eyesight. A very small percentage of the pupils are myopes ; and not many of those wear spectacles. A better knowledge of physiology will no doubt in time put a stop to this neglect. I have not found that the pupils' eyes have been injured by imperfect lighting of the school-rooms.

Rounded Shoulders. A good many cases of rounded shoulders are to be seen in the schools. Improved seats and simple calisthenic exercises will cure this ; but it is astonishing that a great many parents are opposed to any systematic physical exercise in school. They look upon the time spent thus as wasted.

Games. Running games and the various ball games seem to be favorites. A few schools have croquet sets. Very few large boys go to school ; and so the boys and girls in many schools play together.

Schoolhouses.—Ventilation. As shown by the statistical report, the great defect is the lack of any effective means of supplying a sufficiency of fresh air. Only one-ninth of the schools are reported as having any structural means of ventilation ; and in some of these the means are crude and imperfect. Many other schools are supposed to be ventilated properly, *i.e.*, they have a hole in the ceiling. I have given no credit for this in the report.

Sweeping, etc. The arrangements for sweeping, scrubbing, etc., are not generally satisfactory. It appears that in many sections there is no person that will do such work. The result is that in the purely rural districts the sweeping must be done by the teacher and pupils. It is thus usually done at noon ; and, considering the circumstances, is, as a rule, done fairly well.

Whitewashing. Many schools are unplastered, being finished in wood. This partly accounts for the apparently small percentage of whitewashings.

School Grounds.—Small sites. The neglect here is general. In many of the older sections the site is a mere recess beside the road, scarcely large enough for the school house and the necessary outbuildings.

Sanitary Condition of Sites. In classifying the sites with respect to the sanitary conditions I have considered the essential point to be the natural state of the ground. Nature has done much for us ; and the sites are almost invariably healthful ; but, as a rule, little has been done to improve upon nature.

Fences. With respect to fencing, it will be seen that I have placed three-fourths of the grounds in the lowest grade. An obstacle to fencing has been the fact that yards fenced all round drift up to the fence tops. With wire fences the drifts are avoided ; but the barbs were an objection. Now, with the introduction of smooth wire fences that are firmly locked together, I expect to see many more of our grounds fenced in the near future.

Closets. Rather fewer than one half of the schools are provided with closets under separate roofs ; nearly half have two closets side by side under one roof, but with separate entrances. The few remaining schools have either no closets (6), or only one (8).

Only one-fifth are reported as in a satisfactory condition as to cleanliness ; about one-half were found fairly clean ; and the rest were in a still less satisfactory state. Here, again, as in the sweeping and scrubbing, it appears to be impossible for many of the trustees away from the villages to get any one to do the cleaning.

Bases of Classification of Grounds. The following are the bases of the grading of the grounds : (a) the natural situation of the site ; (b) the drainage, levelling, etc. ; (c) the fencing ; (d) the water supply ; (e) the outbuildings.

COUNTY OF SIMCOE, NORTH.

J. C. Morgan, Esq., Inspector.

Teachers.—The general health of the teachers, according to their own statements, varies from excellent to good, any other cases being exceedingly rare, and my own observation seems to confirm this. Nor is it to be wondered at, since most of the teachers in rural schools are young people under twenty-five years of age, and are therefore possessed of the health and strength usual in youth. But even in the case of those who have had a good deal of experience as teachers, I do not find many instances of bad health, nor in all these instances is the lack of health and strength to be ascribed chiefly to their profession. It is fortunate that in most instances the teacher boards so far from the school that a reasonable amount of exercise is taken in walking to and from the school four times in the day, and in the majority of cases this walk is extended after dismissal at 4 p.m. It is however a matter of regret that so few teachers go out at recess, and that some few do not even take the trouble to ventilate their school thoroughly at these times. It is difficult to say what diseases are most common among teachers, there are so few well-defined cases of chronic disorders, but diseases of the digestive organs and bronchial troubles are probably the most frequent, the former being to some extent accounted for by the sedentary habits, the short hour at dinner time and other conditions which necessarily surround teachers, the latter being, I think, inseparable from any profession requiring as much speaking aloud as the average teacher is called on to do. I am not able to make any suggestions looking to the removal or the lessening of these evils.

Pupils.—Comparing the pupils of to-day with those of twenty and twenty-five years ago I am unable to see any material change in any respect so far as the general health is concerned. This is, of course, in rural schools; in town I am of opinion that round shoulders, listlessness and indifference to active, healthy sports are much more common than they used to be. It is true that in country schools the use of spectacles has decidedly increased, but even now the statistics show that there are few pupils who use them, whilst we all know how cheap and readily-obtained they are now-a-days as compared with a few years ago. We have little or no overcrowding in rural schools except for short periods during the year, and although the ventilation is, as a rule, not of the best, the evil results do not seem to be either great or permanent. It is to be regretted that so few clubs for cricket, football, etc., exist, but the conditions which obtain in the average rural school almost prevent their existence. Many of the pupils have long distances to walk after dismissal, and nearly all of them are required to assist in different ways about their homes. It is therefore impossible for them to remain about the school for any time after four o'clock. During the dinner hour however (in nearly every school), and at recess time football, baseball, and other active games (rarely cricket) are freely indulged in. In addition to this a club exists in many sections, and is joined by both the teacher and the elder scholars who thus have—during the long summer evenings—many opportunities for active exercise and healthful recreation.

Schoolhouses.—I am sorry to be compelled to report that the improvement made in schoolhouses is not as great as I could wish, and I must perforce accept my share of responsibility for this, inasmuch as whenever I have been compelled to choose between the spending of money on the schoolhouse (on the one hand) and on the salary of the teacher and the purchase of apparatus (on the other) I have usually decided in favor of the latter. The statistical report will however show that most of the schoolhouses are whitewashed or kalsomined once a year, and that where not so reported, the explanation is (sometimes) to be found in the fact that they are not only ceiled but entirely lined with wood—oiled and varnished. In every case the schoolhouse is scrubbed once a year, usually twice, occasionally (too much so) more than twice. Every schoolhouse is swept at regular intervals, almost always once a day, but the mode is not always satisfactory. Too often one of the elder pupils is employed with the result that the work is indifferently done, and in some cases the pupils voluntarily undertake it in turn, with consequences even worse. I think that the law could with advantage be made more decided and

stringent on this point. The whole question is, however in rural sections, beset with practical difficulties as great as are undoubtedly the dangers to health which almost everywhere obtain under existing conditions. It is, in my opinion, marvellous that epidemic diseases are so rare as they have been in my inspectorate, and somewhat careful investigation has hitherto shown me that the outbreaks which have taken place have been due to importations from other places rather than to any predisposing causes existent in the section itself.

School Grounds—Are too often anything but well kept, indeed the outside arrangements are usually worse than anything else. It is true that most of the yards are cleared and kept fairly clean, and free from stones, but too often the sweepings from the school itself are to be found collected in corners of the building or are blown to all parts of the yard. Most grounds are properly fenced and almost all are planted with trees, though the majority of these are too small as yet to be of any use for shade. I have encouraged the naming of trees after public characters, and the giving the care of these into the hands of individual classes or pupils, but the constant change of teachers seems to render imperative (for the most part) any efforts in this direction. Being very fond of flowers myself I have succeeded in educating about sixty per cent. of the teachers to having a couple of flower beds kept quite nicely until the June holidays, after which they are usually neglected. In many schools however the windows are quite filled with blooming plants, hanging baskets, etc., which are taken home by pupils, cared for during midsummer vacation and brought back again when school re-opens. The yards are nearly all quite large enough for the pupils, and where they play on the public roads, it is usually from choice, and for the most part the practice is not attended with any evil results. There are proper walks in the majority of schools and these are rendered necessary by the condition of most of the yards in spring and (to some extent) in autumn. In most cases the site is selected with a view to natural drainage, as anything else is usually impossible, and every care is exercised in this direction, but when the heavy snowfall melts in spring, and occasionally with the constant autumnal rains, it is difficult to have the school yards in anything like a decent condition, the exceptions being those of an acre in extent where a "sod" has been carefully encouraged.

The evil which is most prevalent, and which, to my mind, is at once the one most to be feared and the most difficult to meet is the condition of the closets. A glance at the statistical report will show that there are (universally) two separate closets for the sexes, and that the rule is to have them to some extent screened, but in the endeavour to secure privacy they are too often taken to the extreme corners of the yard at the sacrifice of other considerations. It must be evident to any thoughtful teacher that when they are thus placed at a distance from the school itself, children will avoid going to them when it is raining, or very cold, or when the snow is very deep. It has been too painfully manifest to me on several occasions that the woodshed, etc., have been used instead, and—to some extent at least—this is very common. The attention of the teacher is of course always drawn to it, but this has to be done again and again with each new teacher, and the total prevention of it seems to be a task well nigh hopeless. To the disturbing conditions mentioned above, add the facts (1) that sometimes the door will be left open (not an uncommon thing) and the next morning will find the building itself half filled with snow, the approaches being entirely blocked; (2) that where the school ground is used by some athletic club the young men and elder lads in the section (who have left school) are responsible, I believe, for much that is objectionable about the outbuildings, and of course a very young teacher, especially a female, finds it exceedingly difficult to exercise any control or supervision over such persons, indirectly backed, as they too often are, by a lax sentiment and a carelessness about these things on the part of the ratepayers which is, to me, wholly incomprehensible. It is no uncommon thing for the teacher (when I have been compelled to remonstrate warmly about something) to show me that the door has been forcibly broken open or off, and to add that his efforts to trace the guilty persons have been looked on with indifference or openly ridiculed. I fear that the *public* sense must be aroused thoroughly before much is accomplished in the way of reformation. This is equally true with respect to the obscenity occasionally met with, this being even a

more fatal evil than the other. Whilst it is true that much of it might be traced to big boys not attending school, it is not confined there, nor indeed is it restricted to boys alone, and it requires a teacher of some power and influence, whose vigilance is as sleepless as his abhorrence for obscenity or profanity is profound, to cope successfully with the evil. And it is just here that the weakness of having so many young and utterly inexperienced teachers is so keenly felt. Whilst so much, so *very* much, yet remains to be accomplished, it is gratifying to know that a steady improvement is going on, and that where I can retain a teacher in the same school for any time I can at least almost entirely prevent any *external* manifestations of the evil. In all the newer schoolhouses the difficulty has been practically overcome—at least in these directions—by a plan for building woodshed and closet all connected with the school, which I am succeeding in having generally followed. A plan of it exists, I believe, in the Department, at least a duplicate was sent there at the time of the Philadelphia Centennial, when I was fortunate enough to secure first place with the original plan in the competition for rural schoolhouses. There is but one defect, but as this is inconsiderable as compared with any one of the many evils usually met with, and as even this cannot exist with a vigilant teacher and a fairly careful board of trustees, I feel that the adoption of the plan has done very much to lessen at least the tangible proofs or signs of that moral leprosy which is far too common among our youth.

In conclusion, I earnestly rejoice that the Department has taken this matter in hand, and I feel deeply that your circular is quite the most important step which has been taken for many years. I know that we inspectors have often felt that we were fighting a battle (in these matters) almost singlehanded, and against influences which we could not overcome, and not only will your circular have roused us to a keener realization of our duty and of the necessity for performing it thoroughly, but it will make us feel that we have actively arrayed with us (and let us hope that it may be in some way which will be *felt* throughout Ontario) all the influence and power of the Department, without which we cannot do much, but backed fully by which there is but little which we cannot accomplish.

COUNTY OF SIMCOE, SOUTH.

Thomas McKee, Esq., Inspector.

Teachers.—The teachers in this inspectorate are healthy and robust as a general rule. I have only reported four as in inferior health. One of these has been teaching over thirty years, the other three I believe owe their troubles to hereditary causes. The reasons why the health of our teachers is good are that their constitutions are good, and that they take plenty of systematic outdoor exercise. I don't think that the teachers of this inspectorate suffer to any appreciable extent from inferior ventilation or the unsanitary condition of the school-room, neither do I think, so far as my experience goes, that the diseases specified are in any way peculiar to the teaching profession. There can be no doubt, however, that any isolated cases can be mitigated by school authorities exercising greater care regarding sanitary conditions.

Pupils.—I don't think there is any increase, so far as my schools are concerned, in cases of near-sightedness or deafness, and any cases we have, are, I believe, to be attributed to other causes, rather than to defective lighting in the school-rooms. The same or a like remark is true in regard to curvature of the spine, rounded shoulders and other physical defects. We are not much troubled with overcrowding, however, and only to a trifling extent with inferior ventilation. We exercise every precaution and take every means possible to prevent or remove such a state of things. We encourage outdoor sports and exercises both on the part of girls as well as boys.

Schoolhouses.—In most of our schools, provision is made for the regular sweeping scrubbing and whitewashing by the trustees. Some, a considerable number, are veneered with wood and don't require whitewashing. The number of the schools left to the teacher

to keep clean is every year becoming less. I find the trustees and teachers with very few exceptions, ever ready to co-operate in procuring as great cleanliness in the school room as possible.

School Grounds.—In the majority of school sections, the trustees, as well as the teachers and pupils, take a laudable pride in having and keeping the school premises clean, tidy and comfortable, as well as ornamented. There are a few yet without trees or flower beds, sheds or proper water-closets, but they are every year becoming less in number. I encourage and insist on the part of the teachers for constant supervision of all the school surroundings, especially the closets.

Grading of Schools.—In grading I have placed thirty-two in class one. In this class the schools are fully up to the regulations in size and neatness, the seating is graded and comfortable, the maps, blackboards, etc., modern and amply sufficient, the walls clean and ornamented, the grounds ample and well cared for, and ornamented with trees and flowers, and the closets sweet and sufficient, with screens. In addition to all this, in order to rank in grade one, the gates and fences and sheds must show that some one looks after them.

In class two, I rank thirty-eight or those that are inferior in some one or more of the above requirements,

And in class three, fifteen or those that are altogether lacking in inside or outside accommodation.

COUNTY OF SIMCOE—EAST, AND WEST MUSKOKA.

Isaac Day, Esq., Inspector.

"Are the teachers subject to any special disease?" There are only four or five teachers that have made teaching the work of their life. These, without exception, are enjoying just as good health as any other class of persons of like age. Of course they take regular exercise outside, either in walking or working in the garden or around the house. This seems to show that teaching need not be unhealthy work. The average age of the teachers in this district is about twenty-four. This means that very few of them are making teaching their permanent profession. Most of them leave before one can judge as to whether their health has been impaired or not. When robust and healthy persons enter the school-room, it takes a long time for an impure atmosphere to effect them seriously. Although all teachers will admit the necessity of pure air and exercise, yet few of them have regular times and places for exercise. Were it not that they live in the country, and are therefore obliged to take some exercise, the ill-effect of the school-room might be more easily seen. I do not think that teachers are nearly as careful as they might be as to the kind of atmosphere they shall breathe in the school-room. It is a very easy matter to fix the windows so that they may be lowered, and to arrange that no draught shall take place. Few of the teachers, however, do this, or try to induce the trustees to do so. My opinion is that if the teachers wished they could so regulate their exercise and their school-room that they might enjoy just as pure air as many hours per day as any other class.

Pupils.—As may be seen from my report, but few pupils in the country use spectacles—not more now than ten years ago. Were the parents able, or did they see the necessity of procuring spectacles, they would get them. In many cases I have seen where spectacles would have been beneficial. They were not gotten because the parents could not afford it. Children's eyes are as good now as ever they were. The school life has not the bad effect on them that many think.

Spinal curvature is often heard of, but I have never yet seen a case of it in the rural schools. Sometimes I have seen cases where the children had rounded shoulders. These

cases might have been avoided if the pupils, in all cases, had been induced to sit upright and to walk upright. Teachers might do much more than they are doing to induce their pupils to sit properly at the desk.

Most of the teachers think the pupils harder to manage in the afternoon than in the forenoon. The reasons given are that the children need change; they have been confined so long that it has become irksome. Not only do they wish a change of place, but also a change of occupation. Again the more or less vitiated atmosphere has caused this restlessness and prevented the attention so easy to engage in the early hours of the day.

Schoolhouses.—Sweeping is done in all the schoolhouses every day, but in many cases it is done by the teacher or the pupils. In fact, so great is the competition now among teachers to get schools that I have known them to offer to light the fires and sweep the floor in order to induce the trustees to engage them, so that I believe this evil is on the increase.

I am glad to be able to report that so many of our schools are now supplied with good desks and seats. Less than eighteen per cent. of the schools in this division have now the old cumbersome, torturing desk and seat of a few years ago.

The scrubbing is regularly done once a year, sometimes oftener. In some cases by the pupils and teacher on Arbor Day, or some other holiday; but in most cases the trustees engage persons to do it. About seventy per cent. of the schools were not whitewashed in the year 1895. Many of the schools were never whitewashed. Many of the new schools are now being sheeted with pine and painted instead of being plastered. In some cases the plaster is being taken off the old walls and sheeting is being put on.

Outhouses, Grounds, etc.—I do not know whether the experience of others has been the same as mine, but I do know that no other part pertaining to the school suffers from the neglect that the closets do. Often I find them full of snow. Very few of them are regularly disinfected. Only twenty per cent. of them are screened, not five per cent. of them have walks. Some of the schools are not furnished with shovels that paths may be made through the snow to them. I have never neglected to call the attention of the trustees to the closets, but so little attention was paid to my report in this respect that for the last year where the closets have been in an unsanitary state I have threatened to call the attention of the Board of Health to them. This, in many cases, has been successful. I do not see, however, that this matter can be regulated until Trustees see that it pays financially to keep good closets. If so much of the grants could be applied so that those having the best closets should have the greater grant, I have no doubt that in a short time the outhouses and closets would be improved. Only twenty per cent. of the rural schools in Muskoka have wells in good condition, but it should not be forgotten that thirty per cent. are built on the rock where it is impossible to get wells. In these cases water is carried from the neighbors, or else the well is situated on some contiguous land not belonging to the school.

I have graded the school grounds of the thirty-six schools reported on in Muskoka as follows: None in grade one, thirteen in grade two, and twenty-three in grade three. Of the forty-seven in Simcoe I have placed in grade one only one, twenty-eight in grade two, and eighteen in grade three. When the grounds are such as to provide in the best manner for the pleasure, health and comfort of the pupils, when they are at least an acre in extent, when they are well fenced and have good gates, when they have suitable walks, flower beds and shade trees, I should place them in the first class. When the grounds are less than an acre, but at least half an acre, with most or all of the other requisites mentioned above, I should place them in the second class; and when the grounds are less than half an acre, or when they are not level and suited for play, or when they are unfenced, or when they are in an unsanitary situation, I should place them in the third class.

Many of the schools in Muskoka, in fact not more than twenty-five per cent. are furnished with woodsheds, but in Simcoe not more than nine per cent. are without them.

I am very glad that this means has been taken of calling attention to those things pertaining to the school life that I fear are too often neglected, and yet at the same time

are of just as much importance to the physical and moral nature of the children as is the strictly intellectual side of the school life. Teachers and other school officers too often think that all they should care for is the progress of the pupils in their studies. There is something behind this that the intellectual, to be of any effect, must be based on, viz.: a healthy body; and even if the body be healthy and if the intellect be as strong and acute as it can be, if the whole be not based on morality, the school life is vain. The effect of a good, well ventilated, pleasant and clean, school room, ornamented with pictures and drawings on the blackboard, and more than that ornamented with the pleasant smile of the teacher must refine the nature of the child. Not less effective will be the school grounds and surroundings. If they are large enough for the boys to compete for the mastery against their fellows, the nature of the boy will be tempered and moulded. He begins to know his own powers and to learn the powers of others. He is learning one of the great lessons of life—how to live as a social being. If these games be carried on under the eye and with the assistance of the teacher, the effect will be much greater for good. Organized plays for girls will serve similar purposes. Again, the effects of well-kept flower beds, of good walks, fences, and tastefully arranged grounds cannot be estimated, but that the effects will be real and substantial in the greater refinement of the pupils no one can doubt.

COUNTY OF VICTORIA, EAST.

J. H. Knight, Esq., Inspector.

Teachers.—As only twenty-five days are reported lost by sickness, and in each case the teacher said it was not due to any school-room defect, I do not think the schoolhouses are much to blame.

I have classified the health of teachers according to their own statement. If I had used my own judgment I might have put some a little lower, but not many.

Pupils.—Only four pupils wore glasses at my visits. I wish the question had been how many have defective eyesight? A great many pupils cannot see to read from the blackboard at a distance of twenty or thirty feet. Such children ought to wear spectacles.

Eight pupils are reported as of defective hearing. These cases are not all bad ones. I have known cases where the teacher had difficulty in making the pupil hear; but such instances are rare.

Thirty-five complain of headache. Most of these are only occasional.

Only one organized sporting club is reported, but teachers report that five matches have taken place. The weak point of clubs and matches is that a few experts do most of the playing. I think it much more important that as many as possible should play, whether they are likely to become skilful or not.

Eleven cases of epidemic diseases are reported. Probably this is over the average. The schools suffer much on this account. As long as one doctor puts up a placard and another takes it down, this will continue. One medical man says a disease is infectious, another says it is not; and while the medical men are disagreeing the patients are dying.

Schoolhouses.—Most of the schoolhouses were built for a larger attendance than now exists. In a few cases the attendance has increased. Ten reported cubic contents below regulations. Of these not more than five are too small except when the attendance is unusually large.

Of the schools not whitewashed in 1895, eight have painted ceilings, and one is oiled, the ceilings being constructed of matched lumber. This system works well, provided the paint is not too dark a color.

Of the fifteen not scrubbed in 1895, one has a new hardwood floor, laid this year.

Thirteen schools are not swept every day. I would recommend that trustees be required to pay for the daily sweeping of the schoolhouse, and that every school floor be scrubbed once a year, and where the attendance is large, twice or more.

I find trustees more willing to make improvements than formerly. Very often when I report that hardwood needs painting, at my next visit I find it has been done. This would not be the case a few years ago.

There are seventeen cases of defective seats. In most cases the desks are of good pattern, but they are too high for the smaller pupils. I think this will be remedied.

The blinds are insufficient in twelve cases. The absence of blinds is very rare, as I have paid great attention to this matter; but I have reported whenever all the blinds did not work satisfactorily.

I wish all the windows were on weights. I prefer it to structural ventilation where there is not a caretaker. Windows can be opened at intermissions.

The Special Report says, "Are stoves and pipes in good repair and cleanly?" The Summary says, "Are stoves and fixtures in bad repair?" I have reported nine such. Generally it is the pipes need cleaning.

School Grounds.—Only four have walks where required, that is, from the gate to the door and from the door to the closets. This should be changed at once.

There are 501 shade trees, which is nearly twelve to each school on an average. Probably nearly as many have died. Most of the trees are maple. I wish they would plant evergreens instead.

In almost every school the girls' closets are cleaner than the boys, showing, not that boys are naturally less cleanly than girls, but that in almost every school there is at least one boy with impure instincts. Female teachers very seldom trouble themselves about such things, and therefore are not a success in large schools.

I have reported thirty-four schools with closets in good condition. I mean that they are clean and in good repair. The screening and providing walks will take time unless pressure is used.

Three schools use a basement in lieu of a woodshed. As a matter of economy the trustees generally provide a woodshed.

Five schools have only a quarter of an acre of land. In each of these cases the attendance is small, and there is a good fence. At Kinmount S.S. No. 3, Somerville, there are two departments and only three-eighths of an acre. The lot is triangular in shape with streets on two sides and buildings on the third side. The trustees cannot enlarge, and to change the site, which is on a hill and very healthy, might be a disadvantage. Three sites are of one acre each, three are three-quarters of an acre each, and all the others half an acre.

Grading of Schools.—To be graded excellent, a schoolhouse must be large enough, well built, easily warmed and ventilated, clean and well furnished.

To be graded excellent, a site must be large enough, well fenced, level and fit for a play ground, high and well drained, planted with trees and provided with suitable out-buildings.

General Summary.—The two greatest dangers to the health and well-being of pupils are bad warming and bad lighting; and the carelessness of teachers is generally the cause. Sometimes pupils are shivering with too little heat, but more frequently the damper of the stove is not closed soon enough, and to lessen the heat windows and doors are opened, to the great peril of those who are exposed to the draft. It is worse still where the walls and windows are imperfect.

In the matter of light, the blinds are generally allowed to cover half the window, whether the day be bright or cloudy. The result is that on a dark day those pupils who need a strong light are straining their eyes in the dark. On a bright day pupils are suffering with the sun in their eyes. More pupils suffer from these causes than from bad ventilation.

COUNTY OF VICTORIA, WEST.

Henry Reazin Esq., Inspector.

Teachers.—Owing to the immense output annually of third class teachers, who must and will teach at any salary underbidding experienced teachers, few teachers are allowed to remain long in the profession. A dozen would nearly count out all my teachers of 5 or 6 years' experience. Hence my teachers are nearly all young and healthy, only one Mr. John Oundal, has *neurotic* trouble, he has taught 22 years. One is affected with phthisis, but he was affected before going into his school. Two are nearsighted (ladies) but they were always so. None has bronchitis.

• *Pupils.*—But for epidemic diseases I should have almost a clean sheet on this subject. Our children nearly all come of healthy parentage. English, Irish, Highland and Lowland Scotch.

In the second place our country is high and healthy, consisting chiefly of the watershed between Lake Simcoe and Georgian Bay on one side and the waters of the Trent Valley on the other side. In the third place our schoolhouses were mostly built under the superintendence of an architect and are consequently well lighted, well heated and well ventilated. I scarcely once a year see a pupil wearing glasses. Our pupils are remarkably free from physical defects, and I do not know of a single case either caused or aggravated by attendance at school. All teachers encourage out-of-door sports for boys and many of them for girls as well. No opportunity is lost to urge the importance of such exercises for girls as well as boys. In one school the girls have their own football club. Baseball and football are the prevalent sports.

Schoolhouses.—The schoolhouses in my inspectorate have nearly all been renewed during my incumbency, and I fortunately from the very first insisted upon brick buildings, and the employment of an architect by the trustees. Hence our schoolhouses are well heated, well lighted, well ventilated and well seated. Sweeping is never neglected. The schoolhouses are generally scrubbed once or twice a year. Very little whitewashing is done except in 3 or 4 old wooden buildings. Our most modern buildings are ceiled overhead, painted and varnished.

School Grounds.—Our school grounds are all roomy, high and dry. In Carden, Dalton, Digby and Laxton, many of the premises are not fenced. Being in sparsely settled districts, some of them on rocky land and some of them beside the bush, the trustees have thought it unnecessary to fence them. The construction and sanitary condition of the closets are the greatest difficulties I have to contend with. I notice some improvement in this respect, still in many cases the water-closets are little better than breeding places for the germs of disease. The only thorough remedy I know of is one suggested in my report some years ago. Have plans and specifications with dimensions of a *closet for rural schools* prepared by an architect for distribution amongst trustees. Give inspectors power and instructions to withhold all school grants from trustees who after due notice fail to provide their schools with the regulation water-closets or their full equivalent.

Grading Schools.—In a former report I made the suggestion, that inspectors should be empowered to divide their schools into three classes as to literary standing, results, equipment, sanitary conditions, etc. I still think it would add greatly to his power to improve the sanitary conditions of the schools. My three classes of school buildings correspond with the number respectively of brick and stone building, frame buildings and log buildings.

COUNTY OF WATERLOO.

Thomas Pearce, Esq., Inspector.

Teachers.—The rural school teachers in the county of Waterloo, are as a rule healthy, vigorous men and women. Owing no doubt largely to our excellent schoolhouses, there is seldom any time lost on account of a teachers' illness. I cannot report any disease peculiar to the profession here. I hear of sore throat, not at all serious, complained of from time to time, but bronchial and neurotic trouble appear to be rare.

Pupils.—I have not noticed any change in the use of spectacles during the last ten or fifteen years; only three-fifths of one per cent. of the pupils wear glasses. Defective hearing is much more common, but I do not believe either defect is chargeable to conditions in or about the schoolhouses. There is not one instance of overcrowding in the rural schools in the county. The school-rooms are commodious and the regulation requiring an additional room and teacher when the average attendance is over fifty is strictly enforced. Country boys and girls, speaking generally, have to assist at home morning and evening, besides walking to and from school, so that games in the play ground to develop muscle are not in my opinion so much required in our rural schools as drill and calisthenics and the training of children to sit upright in their seats, mainly with the view of improving their carriage and gait and preventing round shoulders. The slouching walk and lolling reclining habit in the seats are permitted in far too many of our schools.

Schoolhouses.—Number of rural schoolhouses, 80. Number of rural school departments and teachers, 102. A dirty untidy school is rarely seen in this county. Sweeping daily—in a few schools every alternate day—by a person employed for the purpose, is the rule. Scrubbing and whitewashing receive attention when required. In a number of the schools reported as not whitewashed in 1895, the walls and ceilings are painted. The windows in over half our schools are on weights and nearly all the remainder have stops or catches attached to the sashes. Of the 80 schoolhouses, 27 have basements and are heated by furnaces. In about two-thirds of the schools the only ventilation is by the windows and doors.

School Grounds.—The grounds are, in a sanitary sense, well situated, well fenced and with few exceptions neatly kept. In 48 sections there are wells on the premises, in 24 there are wells or springs close by, and in 8 the water supply is unsatisfactory. Only two sections are without woodsheds or other covering for the wood. In only 7 sections is the area of the grounds less than the regulation requirement.

General.—The ratepayers of the county of Waterloo, are certainly to be congratulated upon all matters along the lines of this report. If the various other aspects of our educational status were as satisfactory as the health of our teachers and pupils and the sanitary conditions of our school premises, the county would, to-day, occupy a very enviable position in this province.

COUNTY OF WELLINGTON, NORTH.

David Clapp, Esq., Inspector.

As the teachers change in this inspectorate once in every three years, their health is not undermined by the sanitary condition of the schoolhouse. They do not remain long enough in the profession to suffer from any disease peculiar to it. It will be seen from the report that not many of the rural schools have made any structural provision for ventilation. Then, too, very few of the teachers either have any fixed place for recreation, or take regular exercise. A very large percentage have no interest in the plays of their pupils, nor do they organize clubs, or arrange matches with neighboring schools.

It is a noticeable fact that more pupils wear spectacles now than formerly, due to a variety of causes. The parents are better able to provide for their children, and the old prejudice against their use is dying out. The need of those with defective vision is better understood than formerly, and the fine type, badly printed page, and color and quality of the paper of the text-books are a prolific source of eye trouble. To these may be added, in some cases, badly lighted school-rooms, faulty desks, and the want of proper blinds to shut out the full glare of the sun.

In nearly all the rural schools no provision is made for sweeping and dusting the school-rooms. Either the teachers or the children do this work, and the former very frequently bind themselves, not only to sweep the room, but to kindle the fires. In sixty-eight rural school buildings, twenty-six were not whitewashed once, nor seven scrubbed during 1895. At the annual meeting the letting of contracts for this work should be in the order of business under section 19. It might be arranged for in this way :

(d) Letting of contracts for firing, sweeping and dusting schoolhouse.

(e) Letting of contract for scrubbing, whitewashing, cleaning well, disinfecting and keeping closets in good condition.

(f) Miscellaneous business, etc., etc.

The school grounds have as a rule been well selected, but not many of them have other than natural drainage, nor are they cared for as they should be.

Very few of the closets have screened approaches, and some of them are an abomination of filthiness. During the winter season many are snowed under, and I have had the sanitary officer on tours of inspection. The trustee boards are removing these buildings from the fence corners, and are erecting porches to keep out the snow. We have had a large number of good shed buildings erected of late years, and many more thoroughly renovated and rebuilt. There were but few woodsheds in this inspectorate in 1895, but now all but fourteen have them, and a number will be erected in 1896.

Good steady progress has been made by trustee boards, but much remains to be done. I have oftentimes been aided in my work by the boards of health, who are anxious that the school-rooms and their surroundings should be kept in a healthful condition.

COUNTY OF WELLINGTON, SOUTH.

J. J. Craig, Esq., Inspector.

From the fact that sixty-five out of sixty-nine rural school teachers report themselves in excellent health, it may fairly be concluded that very few of them in this inspectorate are being injured by the unsanitary condition of the schoolhouses. There is, however, no doubt that a lack of a proper system of ventilation is a serious defect in most of our rural school buildings.

In only two or three schools is there anything like a structural system of ventilation. These have furnaces in their basements.

The trustees generally are most anxious to introduce a good system, and if the Department will undertake to furnish a feasible plan of ventilation for an ordinary school-room, heated by a wood or coal stove, there will be no difficulty in having it adopted in nearly all the schools in this division of this county.

Five or six years ago I received a plan from a gentleman supposed to be an authority on this important subject. The trustees of one section, at considerable cost, had the system placed in their school, where it still remains, an unsightly monument of the designer's abilities. Its efficiency is problematic.

Abundant proof is afforded that the eyesight of the pupils has not been seriously impaired by defective lighting, when the statistical report shows that of over 2,300 pupils present at inspections, only eleven wore glasses.

I regret that a few of our schools still have very inferior seating accommodation, but I trust that at a very early date this, the chief cause of spinal curvatures, etc., will be removed.

Whilst there are actually no organized athletic clubs in any of our rural schools, football, baseball, or lacrosse is played at all of them.

There is not one school which is not swept at least three times a week.

In several of the buildings the ceiling and the walls have been painted; in other cases the buildings have been up only a year or two, hence the answer *re* whitewashing in the statistical report is misleading. Little fault can be found with the irregularity of the whitewashing, scrubbing or sweeping.

In the majority of cases a caretaker is regularly engaged.

The grounds for the most part are on very desirable sites, and most of them are sufficiently large in area. They do not, however, receive that care and attention that is so necessary to render them neat and tidy. Seventeen of these grounds are in an exceedingly satisfactory state; twenty-eight of them could, with a slight expenditure, be made very suitable for the purpose for which they are required; whilst eighteen of them are so small, or their surface is so uneven, that they are wholly unfit for play-grounds. With ten exceptions, the fences are in fairly good order, and the planting of trees has been general throughout the inspectorate.

Every school in this inspectorate has two closets. In many sections both are screened, and in nearly every section the girls' is screened. With very few exceptions the closets are clean, but the old pit system is still in use. The dry earth has been adopted in several sections, and as I am, in every report to the trustees, endeavoring to impress upon them the urgent necessity of paying special attention to the state of the closets, I have every expectation that shortly nothing will be wanting on this head.

Schoolhouses.—There are only three frame buildings, the remaining sixty being brick or stone.

The schoolhouses graded excellent are very neat and commodious structures, fully equipped with good blackboards, modern furniture and apparatus, and rendered attractive by suitable mottoes and pictures hung on the walls.

The grounds graded excellent are each not less than one acre in extent, well fenced, and well supplied with shade trees, have good wells, screened closets, and separate play-grounds.

COUNTY OF YORK, NORTH.

A. B. Davidson, Esq., Inspector.

Teachers.—In my statistical report you will see that of the fifty-nine teachers, seventeen describe their health as excellent, forty-two as good and none inferior. No teacher ascribed any sickness he or she may have had to schoolhouse defects. Certainly no disease peculiar to the profession has manifested itself in this inspectorate. A few old teachers suffer from nervous irritability, and just as many of the same class suffer for want of stimulating interest in their work, or more properly their schools suffer. The school conditions under which all the teachers in this district carry on their work are certainly not unfavorable to health with perhaps one exception, and in this one case a remedy is assured, as the trustees are preparing to build a new schoolhouse this summer.

Pupils.—In a school-attending population of about 5,000, twelve wear spectacles, thirty are more or less deaf, ninety are weakly, ninety-four complain of headaches and twelve take little or no interest in play. In no case could I learn that the schoolhouse was the exciting cause of any of these ailments. In the matter of headaches, as far as the schoolhouse is concerned, I believe they were more likely to be due to the temperature

at which the room is kept, than to any defect in the ventilation of the building as only three of the houses are reported as being without structural provisions for ventilation. There is a very general lack of interest among the teachers in the children's games, sports, etc. Most of the teachers consider it no part of their duty to supervise the play ground, organize their sports, restrain the rude and encourage manliness in their games. As a rule they take an exceedingly narrow view of their relation to their pupils. The "Domsie" type of school-master is very rare in our public rural schools.

Schoolhouses.—All my schools are large enough, and with one exception all are comfortable. Seventeen are not swept daily, dusting is never heard of. Some are swept twice or thrice a week, and some trustees bind the teacher to keep the schoolhouse clean. The custom of employing the teacher to sweep the school-room is on the increase, I am sorry to say, due I think to the excessive competition among teachers for schools. I do not think cleanliness is increased by this arrangement, and I think it is hurtful to the influence of the teacher, destroying as it does, in some measure the dignity of the teacher's labor. Scrubbing was done in all the schools once a year with one exception, and in some cases twice a year.

School Grounds.—The school grounds are as a rule very good. Fences are well kept in almost all cases. I could report only three as inferior in this respect. Except in one hilly district the wells are in good condition. Walks from the schoolhouse to the gates and to the outhouses are certainly wanting much more than they should be. In regard to site only one is inferior. Invariably the worst feature of the playgrounds is the condition of the closets. In a great many cases they are simply bad. I have to be continually urging and in some cases even to threaten loss of school grant, before I can get trustees to take action in the matter. In this matter many teachers are very careless. If the inspector could readily impose a slight penalty on a school section for neglect in regard to all sanitary conditions, I am convinced great good would result. In one of my townships the Board of Health one year issued an order to all the trustees respecting the closets. On my next round I found a very marked effect had been produced and the conditions were much improved. A few years ago much activity was manifested in planting trees in the grounds, but of late not much interest is shown. I make requests year by year but with no results. If trustees could be got to attend the school when the inspector makes his visits, even if their attendance was only at one of his visits, I am persuaded it would result in much good to the school. The inspector could go over all matters affecting the school with the trustees, and help them to a higher conception of the work of the school and a more accurate knowledge of its needs.

Grading of Houses and Grounds.

Houses :

Excellent	21
Good	32
Inferior	6
	—
	59

Grounds, re Site :

Excellent sanitary site	37
Good " "	21
Inferior " "	1
	—
	59

Fences and Gates :

Excellent	17
Good	39
Inferior	3
	—
	59

Grounds :

Grade I.....	25
Grade II.....	30
Grade III.....	4
	<hr/> 59

COUNTY OF YORK, SOUTH.

D. Fotheringham, Esq., Inspector.

Teachers—Their health: In the seventy-three rural schools of South York forty-three male teachers and thirty-nine lady teachers are employed. Their ages range from eighteen to fifty-one, and average twenty-eight years.

The length of service is from three months to twenty-nine years, and averages 6.5 years.

Twenty-one teachers lost during the year, ninety-one days through illness, the cause of which was in no case attributed to defect in school-room conditions.

Measles were epidemic in twenty-seven sections. Some of the teachers were laid aside by that disease, while one lost thirty days through eye trouble.

Thirty reported health excellent, forty-nine good, and three inferior.

On the whole, the health of our teachers in rural schools and their care of it must be reported highly satisfactory, and no one type of disease has, during ten years of observation, indicated any special trend in the profession, unless two or three deaths from phthisis, one from heart failure, one from brain paralysis and one from peritonitis could warrant a general conclusion.

Sixty-nine teachers take regular exercise, and all teachers of experience give careful attention to ventilation and temperature in the school-rooms.

Pupils.—Twenty-five in 2,761 pupils present at inspection were found using glasses, but many were found using their eyes within a few inches of books or slates, and the impression formed was that teachers and parents are largely indifferent as to the care of the eye.

Even more common than the habit of using the eye with too short a range of vision is the vicious one of sitting with one shoulder propt by the desk and the spine distorted. These pernicious habits are directly due to the lack in most schools of properly graded and properly constructed desks and seats.

It is pitiful to see the unavoidable contortions and distress of tender children on their wretched seats, constructed, many of them, twenty years ago, without props for the feet or bracing power for the spine, level and glossy, so that much of a child's energy is spent on poising or regaining the regulation posture.

As a rule schools have abundance of light, and the seating is so arranged that it falls over one shoulder or both, but in thirty per cent. of the schoolhouses its strength cannot be regulated from lack of suitable blinds. In these the sun will for hours pour his beams on the heads, books and desks of those sitting near the windows. Permanent injury to eyes and nervous system must follow such exposure.

In response to constant reminders many boards of trustees have remedied this defect, but still there are twenty-three boards stolidly indifferent on this matter.

One school in five has a baseball or football club, and twenty-seven matches were played by them in '95.

It is to be regretted that the sports of school children are not as much under systematic and intelligent control as are their studies indoors. Their influence in the development of character and true manhood cannot be ranked second to these and yet most teachers spend the recess and noon hour largely in planning class and seat work while this wide and important field for discipline in self-control and physical and moral development has hitherto with rare exceptions been left uncultivated, and instead have grown many a rank weed of tyranny and passion, vulgarity and profanity.

Houses.—In South York schoolhouses are mostly substantial, roomy and comfortable. Twenty rank as first-class, forty-eight as good, and only five as inferior. Sixty-one are brick, one stone, and eleven frame.

The regulation air-space (250 cubic feet for two-thirds of the population from five to sixteen years of age) exceeds the requirements by enough for 2,270 more, that is, there is now provided double the air space that the Education Department makes obligatory. Not a cubic foot of air too much have we in any school—not enough, for the comfort and health of children and teachers. This would seem to show that public opinion is wiser than our legislators on this point and should lead to more liberal provision for pure air to each child, especially when it is known that four times as much is secured for British soldiers in barracks.

Only three schools are defective by the present standard.

In the matter of ventilation, three-fourths of the houses are destitute of structural provision therefor, and twenty-one are unprovided with weights to the windows.

In most recently erected houses, reasonable consideration is given to ventilation, but even in these most of the furnaces draw their cold air, at least, in part, from the school-room, and thus the air already breathed and contaminated is heated and returned for consumption.

Sweeping and dusting are better attended to in this inspectorate than formerly. Still, there are twenty-five boards of trustees who think twice or thrice a week sufficient. Little doubt, if it could be done five times for the same money as twice, it would be done five times. It would be unjust to many boards to say that if it were a part of a teacher's duty, the full tale would be exacted. Yet this is true of some. But when a boy or girl is employed at ten dollars a year to do the sweeping and dusting, the pay is so clearly below the standard of reason that the caretaker is left to give, in vulgar parlance, a lick and a promise two or three times a week.

In a few cases, even now, teachers are obliged to attend to this business or pay for it out of their salary. Alternative, another will.

The wholesomeness of frequent whitewashing does not seem to be appreciated by school boards in rural districts, as forty-five were not careful to do this in 1895. A few of these houses are painted on walls and ceiling, and do not need the whitening brush, but for sanitary reasons should be brushed and washed frequently.

The best that can be said of scrubbing schoolhouses, is that it is done at Easter, Christmas and midsummer in some schools. The majority are scrubbed in midsummer only, and nine were not so cleaned at all in 1895.

If ladies occupied seats on school boards, neglected houses would seldom be found. Housewife and motherly instincts would guarantee wholesome and bright school-rooms.

Grounds.—Forty-eight may be classed as to sanitary location as "excellent," and twenty-five as "good."

As to suitability, sixteen are "excellent," fifty "good," seven "poor."

Thirty yards are one acre or over; eleven are three-quarters or over; thirty are one-half acre or over, and two are under one-half. Seven are inadequate according to the regulations, some of these but slightly.

Nearly all yards are greatly improved by cleaning up on Arbor Day, but very few have ever had the furrows of the former grain or grass field obliterated. In some may still be seen the humps and hollows formed by the overturning of forest trees.

Most are relieved of surface water by the natural slope of the ground. Some, a few, are in rainy weather "mud-puddles."

Grading grounds seems to most a superfluous expenditure.

The fences and gates of ten are "excellent." In forty-nine cases they are "good." In fourteen cases they are "poor" and neglected.

Walks are laid in almost all cases except where not needed, from the gate to the house.

The rural schools of South York have 1,850 growing shade trees, an average of twenty-five each.

While a few are naked and forsaken-like, most are well shaded and attractive with many deciduous and evergreen trees interspersed. Many are decorated on Arbor Day with flower beds and trees and shrubbery, most of which, however, come to an untimely and discouraging end while teachers and pupils are enjoying the midsummer vacation.

Closets.—Separate conveniences are provided at every school. Of these, however, many are of the most primitive structure and arrangements. As a rule, they are kept clean in summer, but are seldom in a sanitary condition. From only a few is the soil regularly removed. In most, the place itself and the neighborhood are offensive and dangerous to a large degree.

In times of snow many are inaccessible, both inside and outside. The condition in times of thaw and after it in some is simply indescribable.

The location and screening of the outhouses have received considerable attention of late, so that only in nine cases can much fault be found. Occasionally they were set down within a few feet of the rear of the house, and that sometimes in the direction of prevailing winds, so that in warm weather the open windows gave ready access to offensive and dangerous effluvia.

It is only in a few cases that proper walks to privies are maintained.

On the whole, the prevailing character of outhouse convenience is the most neglected, shiftless, unsanitary and discreditable department of public school equipment.

The regulations of the Department make inadequate provision for comfort, health and morals, and the machinery for securing compliance with these is neither adequate nor promptly available.

Instructions as to size, location, privacy, suitability for age and sex, daily sweeping in summer and winter, and monthly cleansing should be of the most definite character, and be enforced by a health officer who is not afraid to do his duty.

DISTRICT OF NIPISSING.

Rev. George Grant, Inspector.

Besides the schools covered by this report, I have visited and inspected on the same lines ten departments in the incorporated towns of North Bay, Mattawa and Sudbury.

The Public School Departments in North Bay would rank as No. 1 in all respects, as to grounds, building, water supply, heating and general equipments.

Mattawa and Sudbury would rank as grade II., in these respects, Sudbury with somewhat better grounds, rooms and general equipment than Mattawa.

I may say, speaking generally, with regard to the rural schools, that the health of the pupils in the District of Nipissing has been remarkably good. Only one instance of epidemic disease is reported, and that was only measles. No case of sickness has been in a school-room. The kind of buildings erected are fairly good specimens of the "Rural School," and would compare favorably with those erected in the District

of Parry Sound. Very little has yet been done in the way of enclosing or beautifying the school grounds. The settlements are quite new, for the most part since the opening of the C. P. R., and their first efforts are necessarily and properly devoted to making the building itself comfortable for the children.

In this report five schools are classed as not whitewashed in 1895. Four of these are either new buildings or finished with dressed and matched lumber, and consequently not requiring to be whitewashed.

The same difficulty as in Parry Sound exists in Nipissing with respect to the water supply, viz. ; the universal presence of the rock. Two schools are reported with "well in good condition," other three procure the supply from springs near by ; but not on the school premises.

DISTRICT OF PARRY SOUND.

Rev. George Grant, Inspector.

The condition of the schools in Parry Sound town, and the incorporated villages of Burk's Falls and Sundridge, is all that could be desired. The buildings are new, the rooms large and convenient, and the equipments of the best modern style.

In regard to the state of the rural schools, in general, I may say, that although many of the schools are far from being in an ideal state, as to sanitary conditions, yet there are few, if any, harmful results accruing to the children from the condition of the school-houses, or their surroundings.

(1) Because the settlement in most of those cases is so sparse that there is nothing like overcrowding in these schools. In a great many of the worst conditioned schools the attendance hardly ever rises above eight or ten pupils, and often falls as low as three or four.

(2) The pupils come from poor homes, compared with which, the schoolhouse, bad as it is, is comparatively a place of comfort.

(3) Many have to work before and after school hours, and many more have to walk long distances to and from school, and so get abundance of fresh air and exercise.

The conditions of the children, both in and out of school, are altogether different from those in crowded centres, or even in older or more popular settlements.

In regard to some of the items in this report :—

(1) We report fourteen schools out of the forty-one as having a well in good condition. In many cases the schoolhouse stands on rock, and it is impossible to get water on the school grounds. Rock underlies the soil of the whole territory, and in many places crops come up so near the surface that good wells are very difficult to get, and for the same reason shade trees are an impossibility in many cases ; but in almost all cases good water is obtained from either a neighboring spring or from a well within reasonable distance from the schoolhouse.

(2) Again, we report twenty-four schools not whitewashed, but seventeen of these are buildings either new and fresh, or buildings ceiled with matched and dressed lumber, which is far more elegant and tasteful than the old style of lath and plaster. The whole is oiled or varnished and of course never requires to be whitewashed.

(3) Nine cases of epidemic outbreaks—four of these were slight outbreaks of diphtheria, that were at once stamped out by the sanitary board provided by law—and the other cases were such mild diseases as chicken-pox, measles, etc.

On the whole the health of the pupils and teachers has been highly satisfactory, as the report shows.

3. Statistical

District.	Inspector.	Teachers.								
		Number of schools reported.	Males.	Females.	Average age.	Average years experience.	Days lost by sickness.	Sickness chargeable to school room	Number of teachers who take regular exercise.	Health of teachers, excellent.
					Yrs					
Bruce, East	W. S. Clendening	84	44	46	24	4	117		72	31
" West	A. Campbell	80	43	37	23	3	75	1	44	47
Carleton	A. Smirle	112	53	68	23	4 $\frac{1}{2}$	125	2	77	50
Dundas	A. Brown	78	38	40	24	4 $\frac{1}{2}$	84		67	43
Dufferin	N. Gordon	60	15	45	20	1 $\frac{3}{4}$	75	5	11	51
Durham	W. E. Tilley	101	43	63	24	5	68		10	54
Elgin	W. Atkin	102	60	57	24	5	124		67	94
Essex, No. 1	T. Girardot	42	27	31	25	5	61		24	17
" No. 2	D. A. Maxwell	66	33	41	28	6 $\frac{1}{2}$	64		35	67
Glengarry	D. McDiarmid	74	24	59	24	4 $\frac{3}{4}$	64		7	45
Grey, West	T. Gordon	71	33	42	24	5	51			55
" South	N. W. Campbell	95	39	56	26	5 $\frac{1}{2}$	151	3	71	64
Haldimand	C. Moses	82	28	54	25	5	20		25	50
Halton	J. S. Deacon	56	25	36	25	5 $\frac{1}{2}$	25		59	56
Hastings, North	W. Mackintosh	89	22	67	23	3 $\frac{1}{2}$	243		39	29
" South	J. Johnston	65	24	48	24	5 $\frac{1}{2}$	114		67	37
Huron, North	D. Robb	80	60	29	25	5 $\frac{1}{2}$	245	1	37	58
" South	J. E. Tom	94	57	52	25	5	63		53	47
Kent, East	W. H. G. Colles	57	29	34	26	5 $\frac{1}{2}$	87		60	44
" West	R. Park	65	34	34	26	5 $\frac{1}{2}$	70	3	45	52
Lambton, No. 1	C. A. Barnes	64	27	37	23	2 $\frac{1}{2}$	28		6	43
" No. 2	J. Bechner	10	4	6	22	3	8		10	9
Lanark	F. L. Michell	121	21	106	23	3	171		49	22
Leeds, No. 1	W. Johnston	83	28	55	25	3 $\frac{1}{2}$	117	3	57	16
" No. 2	R. Kinney	83	17	69	24	4	125		25	51
" and Grenville	T. A. Craig	66	22	44	24	4 $\frac{1}{2}$	37	1	35	47
Lennox and Addington	F. Burrows	92	29	63	23	4	106	1	41	82
Lincoln	J. B. Grey	37	18	19	26	7	29	1	37	26
Middlesex, East	J. Dearness	100	45	76	23	4	411			68
" West	H. D. Johnson	77	40	40	24	4 $\frac{1}{2}$	61		58	71
Norfolk	J. J. Wadsworth	96	52	50	25	5	91		102	62
Ontario	J. McBrien	113	59	63	23	4	112		106	52
Oxford	W. Carlyle	43	33	15	27	5	38	1	33	24
Peel	A. Embury	75	43	40	22	4	9	1	83	70
Perth	W. Alexander	109	70	45	24	5 $\frac{1}{2}$	65		104	43
Prescott and Russell	W. J. Summerby	63	18	55	22	4	98	4	26	56
Prince Edward	G. D. Platt	75	37	40	24	5	123	2	56	37
Renfrew	R. G. Scott	120	26	94	22	3 $\frac{3}{4}$	69	1	40	49
Simcoe, East	T. Day	47	23	24	24	4 $\frac{1}{2}$	35		43	22
Muskoka, West	T. Day	36	8	28	27	4 $\frac{1}{2}$	87		36	21
Simcoe, South	T. McKee	85	55	37	26	6	46		92	58
Stormont	A. McNaughton	71	24	55	24	4	17	1	11	32
Victoria, East	J. H. Knight	43	18	26	23	4	25		25	17
" West	H. Reazin	71	35	36	23	3 $\frac{1}{2}$			56	62
Waterloo	T. Pearce	80	62	40	26	6 $\frac{1}{2}$	109	3	62	32
Wellington, North	D. Clapp	68	40	30	23	4	85		25	28
" South	J. J. Craig	63	47	22	28	7 $\frac{1}{2}$	56		69	65
Wentworth	J. H. Smith	67	44	38	27	6 $\frac{1}{2}$	56	2	29	50
York, North	D. Fotheringham	73	43	39	28	6 $\frac{1}{2}$	93		69	30
" South	A. B. Davidson	59	34	25	26	4 $\frac{1}{2}$	3			17
Nipissing District	Rev. G. Grant	10		10	22	3 $\frac{1}{2}$	9		7	3
Parry Sound	Rev. G. Grant	41	10	31	23	4	69	1	35	15
Total		3,794	1,763	2,297	25	4 $\frac{1}{2}$	4,314	37	2,297	2,271
					Av.	Av.				

Table

Schoolhouses.															Pupils.		
Health of teachers, good.	Health of teachers, inferior.	Number of school rooms below regulations in cubic contents.	Number without porch.	Number without porch or ante-room.	Number of schools not white-washed, 1895	Number not scrubbed, 1895.	Number not swept daily.	Number with seats defective.	Number without suitable or sufficient blinds.	Number without windows on weights.	Number without structural ventilation.	Number of stoves and fixtures in bad repair.	Number of schoolhouses, Grade I.	Number of schoolhouses, Grade II.	Number of schoolhouses, Grade III.	Number of boys present.	Number of girls present.
56	3	11	16	3	52	7	15	13	18	67	70	7	19	51	14	1,344	1,308
32	1	2	36	2	44	8	1	18	10	55	19	7	38	25	14	1,194	1,164
67	4	18	42	34	49	12	3	22	28	75	88	17	43	53	16	1,879	1,928
31	4	26	25	25	17	3	12	23	39	69	72	13	20	39	13	939	920
4	5	49	10	...	3	5	27	2	3	44	39	1	16	33	11	1,419	2,281
47	5	12	19	9	35	10	23	21	15	81	87	10	19	49	33	1,222	1,355
16	7	5	18	14	58	4	4	3	7	68	80	1	53	43	6	1,631	1,587
40	1	5	11	10	...	...	...	2	8	32	16	...	9	26	6	1,170	1,069
7	...	3	37	13	52	2	...	4	22	16	48	4	42	20	12	981	1,093
34	4	...	53	53	74	...	...	13	42	71	68	...	14	50	10	962	1,010
19	1	1	...	...	27	12	3	...	26	52	51	...	45	16	10	1,093	1,032
30	1	11	22	3	45	1	4	13	30	68	34	11	59	20	6	1,660	1,654
32	...	3	31	7	45	...	11	9	7	33	34	5	24	43	15	1,363	1,174
5	...	3	7	7	25	9	11	3	2	26	14	2	32	20	4	767	837
55	5	14	45	58	50	6	6	41	31	71	83	21	27	23	39	1,558	1,415
33	2	3	14	14	18	1	...	16	13	51	39	5	43	20	9	1,165	1,085
28	3	7	55	2	63	10	6	11	13	55	52	9	19	52	9	1,352	1,477
61	1	5	24	1	44	6	5	47	29	45	81	9	11	76	7	1,815	1,839
17	2	14	17	7	32	5	16	14	10	25	27	1	30	21	6	885	945
15	1	22	32	16	33	2	2	10	18	37	51	6	79	37	12	996	1,100
18	3	12	28	20	33	12	6	14	31	30	63	17	10	35	19	866	836
1	...	1	1	1	...	...	...	3	2	6	10	...	4	4	2	150	165
93	12	5	57	55	51	13	2	25	29	104	108	10	7	101	13	1,296	1,343
59	8	12	21	17	19	6	13	12	10	70	25	7	20	53	10	738	1,008
29	6	8	51	48	32	7	17	15	19	80	55	10	15	57	11	647	702
17	2	9	21	21	44	6	12	9	18	57	58	26	5	51	7	658	727
6	4	1	52	52	20	8	...	8	27	91	36	...	32	57	7	924	1,079
11	...	...	12	3	12	...	5	...	13	14	8	...	19	13	5	523	626
49	3	2	27	19	94	2	4	7	29	33	87	7	18	69	13	1,918	1,741
9	...	3	22	13	38	1	4	5	7	39	25	3	37	25	15	1,159	1,129
38	2	...	46	13	50	2	10	10	9	98	...	4	57	32	7	1,204	1,398
66	2	4	9	9	6	3	19	34	26	64	31	12	46	53	14	1,632	1,803
23	1	8	25	7	19	2	1	9	12	18	24	10	8	28	8	1,156	1,025
10	3	23	6	6	3	...	4	9	12	15	22	3	64	9	2	1,125	1,363
67	5	3	39	4	72	5	4	5	24	46	64	8	50	52	7	1,721	2,032
16	1	16	39	35	48	3	2	16	13	61	56	3	4	46	13	860	893
39	1	24	20	11	17	10	16	12	11	72	70	3	30	37	8	704	729
70	1	38	48	47	90	21	17	32	48	106	101	11	30	47	43	1,570	1,719
23	2	20	2	...	33	...	...	3	8	41	25	11	4	37	6	644	750
11	4	18	17	17	25	...	...	15	12	35	10	10	1	9	26	309	322
30	4	2	13	2	...	...	...	11	18	17	19	8	36	39	10	2,427	2,165
47	...	1	31	29	23	4	12	13	5	71	9	6	15	40	16	936	1,044
27	...	10	5	5	31	15	13	17	12	39	36	9	10	27	6	472	499
7	2	2	22	22	68	...	...	7	7	71	16	...	47	16	2	813	836
57	13	11	45	...	24	7	18	15	31	66	73	4	39	27	14	1,847	1,772
39	3	17	23	3	26	7	17	38	21	50	63	27	13	42	13	1,539	1,358
3	1	9	49	7	22	4	7	5	11	37	60	...	28	23	12	1,140	1,181
30	2	3	33	5	36	6	4	18	19	30	41	3	21	36	10	1,335	1,359
49	3	3	...	...	46	9	25	46	23	21	55	6	20	48	5	1,307	1,454
42	...	2	2	2	43	1	17	10	14	40	3	...	21	32	6	988	967
6	1	1	8	7	5	1	4	4	7	10	6	4	2	4	4	105	88
24	2	11	19	11	24	7	3	11	17	40	29	8	11	9	21	306	321
1,645	141	490	1,307	769	1,820	265	405	713	916	2,613	2,341	352	1,366	1,875	613	58,474	60,707

3. Statistical

District.	Inspector.	Pupils.								Number of schools on a sanitary site, excellent.
		Number who wear glasses.	Number with defective hearing.	Number apparently weakly.	Number who complain of headache.	Number indifferent to play.	Number who take luncheon in school.	Number of organized sporting clubs.	Number of cases of epidemic diseases.	
Bruce, East	W. S. Clendening	8	25	22	49	28	1,552	2	14	24
" West	A. Campbell	9	18	36	58	28	1,793	20	13	40
Carleton	A. Smirle	35	29	72	143	60	2,283	10	36	33
Dundas	A. Brown	10	15	55	279	50	1,311	4	24	29
Dufferin	N. Gordon	14	13	9	21	22	3,671	12	....	54
Durham	W. E. Tilley	32	36	67	240	43	1,755	10	17	40
Elgin	W. Atkin	24	22	76	392	59	2,316	16	11	98
Essex, No. 1	T. Girardot	13	17	110	99	26	1,251	9	6	20
" No. 2	D. A. Maxwell	5	19	53	111	42	1,864	2	200	27
Glengarry	D. McDiarmid	4	8	9	7	1	2,148	....	9	26
Grey, West	T. Gordon	2	12	19	19	10	1,908	....	....	26
" South	N. W. Campbell	17	35	69	355	43	2,309	16	30	49
Haldimand	C. Moses	22	25	37	78	12	2,049	14	13	62
Halton	J. S. Deacon	18	17	12	39	13	1,317	1	10	38
Hastings, North	W. Mackintosh	11	33	82	191	45	2,386	1	23	63
" South	J. Johnston	3	19	....	161	22	1,360	....	....	46
Huron, North	D. Robb	10	18	16	50	36	2,000	18	19	43
" South	J. E. Tom	12	32	39	87	25	2,784	....	24	35
Kent, East	W. H. G. Colles	14	5	13	6	8	1,568	1	....	45
" West	R. Park	5	12	35	111	26	1,697	8	20	45
Lambton, No. 1	C. A. Barnes	9	15	50	72	37	1,371	....	9	20
" No. 2	F. Brebner	3	2	13	5	2	112	....	1	3
Lanark	J. L. Mitchell	16	6	25	30	85	2,121	15	19	51
Leeds, No. 1	W. Johnston	7	6	25	14	12	951	3	12	23
" No. 2	R. Kinney	7	8	7	21	8	1,028	....	....	36
" and Grenville	T. A. Craig	3	18	48	80	16	874	....	12	44
Lennox and Addington	F. Burrows	10	20	16	37	10	1,312	....	29	85
Lincoln	J. B. Grey	2	5	18	7	....	876	....	....	30
Middlesex, East	J. Dearness	58	63	144	469	90	3,650	....	....	68
" West	H. D. Johnson	13	15	8	30	....	3,397	1	10	65
Norfolk	J. J. Wadsworth	13	11	17	84	....	2,300	1	20	96
Ontario	J. McBrien	37	17	12	65	44	1,519	28	15	55
Oxford	W. Carlyle	15	21	28	77	23	1,620	19	8	29
Peel	A. Embury	3	2	6	3	3	2,161	2	4	70
Perth	W. Alexander	11	12	51	159	49	2,815	12	12	65
Prescott and Russell	W. J. Summerby	7	19	15	44	7	951	7	8	49
Prince Edward	G. D. Platt	15	22	27	132	25	1,223	2	30	42
Renfrew	R. G. Scott	16	45	120	182	44	2,288	1	24	80
Simcoe, East	T. Day	3	18	23	21	22	585	5	2	22
Muskoka, West	T. Day	2	17	1	7	3	283	....	....	9
Simcoe, South	T. McKee	23	27	28	36	37	3,198	22	5	42
Stormont	A. McNaughton	11	10	15	31	9	1,115	....	10	12
Victoria, East	J. H. Knight	4	8	12	35	12	765	1	11	23
" West	H. Reazin .....	....	....	....	....	....	1,500	11	10	43
Waterloo	T. Pearce	25	63	94	315	71	2,454	12	31	64
Wellington, North	D. Clapp	22	32	136	229	79	2,154	2	102	19
" South	J. J. Craig	11	18	37	15	40	1,856	1	3	52
Wentworth	J. H. Smith	28	31	35	70	37	2,252	9	17	26
York, North	D. Fotheringham	25	24	28	36	14	3,505	15	27	48
" South	A. B. Davidson	12	30	90	94	12	1,527	6	9	37
Nipissing District	Rev. G. Grant .....	....	4	1	3	....	185	....	1	7
Parry Sound	Rev. G. Grant	1	6	5	82	4	731	3	9	22
Total .....	.....	680	1,005	1,966	4,981	1,366	92,001	316	919	2,180

Table.—Concluded.

School Grounds.

Number of schools on a sanitary site, good.	Number of schools on a sanitary site, inferior.	Fences and gates, excellent.	Fences and gates, good.	Fences and gates, inferior.	Number with walks where required.	Number with growing shade trees.	Number of wells in good condition.	Number with separate closets.	Number not screened.	Number in good condition at date of visit.	Number of woodsheds.	Average area of grounds, Ac.	Number of school grounds, Grade I.	Number of school grounds, Grade II.	Number of school grounds, Grade III.
43	17	15	55	14	10	876	62	82	51	72	57	Ac.	21	45	19
30	7	26	39	13	51	1,104	68	78	63	69	35	1	45	20	12
61	18	12	69	31	18	1,134	40	98	81	56	96	1	21	67	24
35	8	14	23	35	5	898	12	72	99	70	62	7	7	36	29
4	2	48	10	2	2	58	21	60	59	6	58	10	10	47	3
4	28	8	69	24	47	1,511	40	100	60	75	88	20	20	51	30
43	75	8	8	19	87	1,782	84	102	38	73	52	69	69	27	6
22	9	31	2	2	27	588	37	44	23	44	12	1	8	46	12
38	1	7	48	11	17	690	23	65	111	76	6	1	8	46	12
36	12	11	28	35	5	448	19	54	32	50	43	1	10	49	15
36	10	7	45	9	26	484	26	67	51	49	22	1	36	31	4
33	3	20	39	26	21	1,664	64	85	42	58	34	1	56	21	8
15	5	6	67	9	43	1,372	56	82	106	98	44	1	14	48	20
14	4	36	17	3	49	683	38	56	15	42	53	1	32	21	3
19	7	26	31	32	70	832	15	83	51	43	33	1	3	53	33
20	6	29	24	12	40	390	19	65	31	32	32	1	23	30	12
23	9	7	53	18	2	1,730	66	72	71	59	44	1	10	41	16
54	5	17	64	13	25	1,886	61	88	71	61	53	1	10	75	9
10	2	7	48	4	34	1,125	39	59	1	48	13	1	39	19	3
16	4	32	17	16	54	979	47	65	50	113	13	1	21	35	9
35	9	16	28	19	11	670	29	63	45	40	12	1	10	31	22
7	7	4	4	2	10	62	3	10	6	10	9	1	3	6	1
65	5	43	54	25	75	1,246	41	105	85	69	117	1	21	70	30
54	6	15	32	36	7	812	16	66	48	42	47	1	18	57	8
44	3	16	42	25	12	303	7	82	50	56	53	1	6	54	23
18	4	14	31	17	5	460	9	59	43	26	46	1	30	24	8
7	1	61	7	24	32	679	10	92	27	81	59	1	23	46	18
6	1	20	9	8	25	27	28	37	3	50	30	1	24	9	4
21	11	86	86	14	40	1,630	39	100	36	68	67	1	17	83	83
12	40	30	7	7	40	1,637	63	77	41	129	8	1	47	26	4
55	3	21	84	8	93	2,050	96	96	34	91	87	1	58	33	5
10	4	8	28	7	82	3,284	99	110	23	90	96	1	45	61	7
2	3	58	7	10	34	869	33	43	12	39	35	1	12	19	12
36	8	36	55	18	40	428	52	72	23	61	68	1	62	10	3
14	1	7	7	49	60	2,100	86	95	58	64	88	1	55	41	13
28	5	29	25	21	46	449	10	74	22	64	49	1	38	30	7
32	8	33	29	19	19	809	11	82	40	47	47	1	19	51	50
18	7	23	14	10	16	344	19	47	35	37	43	1	28	18	18
18	9	1	3	32	68	68	7	33	33	12	8	1	13	23	23
24	19	44	23	18	45	1,886	69	78	21	67	80	1	32	38	15
46	13	7	28	36	5	265	3	62	51	61	41	1	15	34	22
13	7	2	9	7	4	501	22	36	38	34	39	1	12	21	10
18	4	8	11	61	61	773	53	61	33	50	47	1	42	8	11
16	68	10	2	70	1,852	48	80	34	76	78	78	1	44	23	13
42	7	10	47	11	4	892	18	66	51	38	54	1	39	27	2
9	2	21	32	10	23	1,054	50	63	45	103	58	1	14	50	3
39	2	2	54	10	51	1,633	67	66	59	61	61	1	16	50	7
25	10	49	14	20	1,850	54	73	12	53	73	73	1	25	30	4
21	1	17	39	3	23	909	43	59	84	43	51	1	1	1	9
3	1	1	1	1	1	1	2	7	9	6	1	1	4	8	29
18	1	1	9	1	1	2	14	35	39	24	13	1	1,228	1,803	775
1,317	287	1,243	1,698	824	1,552	50,449	1,937	3,535	2,343	2,908	2,459	Av.	1,228	1,803	775

*APPENDIX K.—TECHNICAL EDUCATION—MECHANICS' INSTITUTES
FREE LIBRARIES, ART SCHOOLS AND SCIENTIFIC INSTITUTIONS.*

REPORT OF S. P. MAY, ESQ., M.D., C.L.H., SUPERINTENDENT OF PUBLIC
LIBRARIES, ART SCHOOLS, ETC.

1. Mechanics' Institutes.

SIR,—I have the honor to submit herewith my report on the Mechanics' Institutes, Free Libraries, Art Schools and Scientific Institutions, receiving a share of the Government Grant, in the Province of Ontario for the year ending 30th April, 1895.

At the present time there are 348 Mechanics' Institutes, Free Libraries, Art Schools, and Scientific Institutions receiving Government aid in operation in this province.

For the year ending 30th of April, 1895, the following institutions reported :

289	Mechanics' Institutes.
12	Free Libraries.
7	Art Schools.
7	Scientific Institutions.

Total 315

The following Mechanics' Institutes did not report : Alvinston, Belmont, Blyth, Bothwell, Elmvale, Hanover, Highgate, Islington, Kemptville, L'Orignal, Mayflower (Wisbeach P. O.), Merrickville, Merritton, Molesworth, Ottawa, Petrolea, Saltfleet (Stoney Creek P.O.), Wallaceburg, Walter's Falls, Wardville, Winchester, Windermere.

The following Public Libraries have been incorporated since the 30th April, 1895 : Angus, Brigden, Drumbo, Kintore, Kinburn, Napanee Mills, North Bay, Primrose, Tamworth, Thedford, West Lorne.

Note—The name Mechanics' Institute, was changed to Public Library, by Act of Parliament, on the 1st of May, 1895.

I inspected the following Institutions during the year : Allandale, Aurora, Barrie, Beamsville, Beeton, Belleville, Belfountain, Belwood, Bowmanville, Brampton, Brighton, Brockville, P.L., Brockville Art School, Burford, Cardinal, Cobourg, Colborne, Cold Springs, Cornwall, Credit Forks, Creemore, Deseronto, Dunnville, Elora, Ennotville, Erin, Fenella, Fergus, Fonthill, Fort Erie, Gananoque, Garden Island, Glenmorris, Grimsby, Hamilton Free Public Library, Hamilton Literary Association, Hamilton Art School, Hillsburg, Iroquois, King, Kingston Public Library, Kingston Art School, Lancaster, London Free Public Library, London Art School, Maple, Merritton, Millbrook, Morrisburg, Napanee, Newcastle, Newmarket, Niagara, Niagara Falls, Niagara Falls South, Norwich, Oakville, Orono, Paris, Picton, Port Colborne, Port Hope, Prescott, Richmond Hill, Rockwood, Spencerville, St. Catharines Free Public Library, St. George, St. Thomas Free Public Library, St. Thomas Art School, Tottenham, Thorold, Trenton, Waterdown, Welland.

MECHANICS' INSTITUTES' REPORT.

The following extracts are taken from the annual reports for the year ending 30th April, 1895. (For details see Tables A, B, C.) :

1. Classification of Mechanics' Institutes, Reporting 1894-5.

Mechanics' Institutes with libraries, reading rooms and evening classes.	30
“ “ “ and reading rooms	149
“ “ “ evening classes	6
“ “ “ only	103
“ “ “ Reading room only	1
Total	289

2. Mechanics' Institutes' Receipts and Balances on Hand.

The total receipts of 289 Mechanics' Institutes was	\$ 99,686 35
Balance on hand	8,607 27

3. Mechanics' Institutes' Expenditure.

The total expenditure of 289 Mechanics' Institutes was	\$ 91,079 08
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4. Mechanics' Institutes' Assets and Liabilities.

Assets of 289 Mechanics' Institutes	\$423,475 87
Liabilities of 289 Mechanics' Institutes	14,896 18

5. Number of Members in Mechanics' Institutes.

289 Mechanics' Institutes have 31,195 members.

6. Number of Volumes in Mechanics' Institutes and Number of Volumes Issued.

Number of volumes in 289 libraries	439,456
Number of volumes issued in 289 libraries	687,100

7. Reading Rooms in Mechanics' Institutes.

180 Institutes reporting have reading-rooms.

180 Institutes subscribed for 3,508 newspapers and periodicals.

8. Evening Classes in Mechanics' Institutes.

36 Institutes had 966 pupils in the Commercial, English, and Drawing courses.
Some of the pupils took two or more courses.

The following abstracts show the proportionate number of volumes in each library so far as reports have been received :

Libraries with less than 250 volumes.

Algonquin, Allandale, Allan Mills, Burford, Calabogie, Cargill, Chesterville, Copleston, Creemore, Dalhousie (McDonald's Corners P. O.), Delaware, Delhi, Douglas, Holland Centre, Kars, Little Britain, Logan (Mitchell P. O.), Lucille, Maple, Mildmay, Mono Centre, Mono Mills, Morewood, Morriston, Nanticoke, Pakenham, Richmond, Riversdale, Rockwood, Spencerville, St. Vincent (Meaford P. O.), Sundridge, Thessalon, Tweed, Violet Hill, Wheatley.

Libraries with over 250 and less than 500 volumes.

Admaston, Atwood, Belwood, Bervie, Brougham, Cheapside, Clarksburg, Coboconk, Courtright, Dresden, Dutton, Emsdale, Enterprise, Fenella, Floradale, Fordwich, Glen Allan, Hastings, Hillsburg, King, Kirkfield, Lakefield, Little Current, Melbourne, Millbrook, Milverton, Oil Springs, Omamee, Plattsville, Queensville, Rat Portage, Rodney, Shedden, Springfield, St. Helen's, Sunderland, Underwood.

Libraries with over 500 and less than 1,000 volumes.

Alliston, Arnprior, Beaverton, Bognor, Burk's Falls, Burlington, Camden East, Cardinal, Chesley, Claibmont, Coldstream, Cold Springs, Dufferin (Clanbrassil P. O.), Dungannon, Erin, Ethel, Flesherton, Gore Bay, Gorrie, Gravenhurst, Hagersville, Hensall, Highland Creek, Huntsville, Inglewood, Iroquois, Kingsville, Lake Charles, Lancaster, Leamington, Manilla, Manotick, Midland, North Gower, Orono, Oxford Mills, Palmerston, Parkhill, Parry Sound, Pembroke, Pickering, Picton, Port Carling, Port Colborne, Port Perry, Port Rowan, Romney, Russell, Sault Ste. Marie, Schreiber, Shelburne, Sparta, Stayner, Tara, Thamesford, Thornbury, Tilbury, Tilbury East (Valetta P. O.), Tiverton, Warkworth, Waterford, Westford, Williamstown.

Libraries with over 1,000 and less than 1,500 volumes.

Arkona, Athens, Beamsville, Belfountain, Bradford, Brighton, Caledon, Caledonia, Cannington, Chapleau, Cornwall, Deseronto, Duart, Dundalk, Essex, Forks of the Credit, Ganancque, Georgetown, Glencoe, Glenmorris, Grand Vailey, Holyrood, Jarvis, Lion's Head, Listowel, Markdale, Morrisburg, Newburgh, New Hamburg, Newmarket, Norwood, Port Arthur, Ripley, Tavistock, Tilsonburg, Toronto Junction, Tottenham, Trenton, Vandorf, Victoria (Caledonia P. O.), Waterdown, Watford, Woodbridge, Woodville, Wyoming.

Libraries with over 1,500 and less than 2,000 volumes.

Aberarder, Ailsa Craig, Aurora, Baden, Beeton, Blenheim, Bobcaygeon, Bolton, Bracebridge, Brussels, Chatsworth, Cheltenham, Claude, Cobourg, Drayton, Fonthill, Fort Erie, Lucan, Lucknow, Markham, Meaford, Mono Road, Niagara Falls S., Oshawa, St. Catharines F. L., Thamesville, Walkerton, Weston, Wiarton.

Libraries with over 2,000 and less than 2,500 volumes.

Almonte, Aylmer, Carleton Place, Clifford, Colborne, Dunnville, Elmira, Ennotville (Barnett P. O.), Forest, Hespeler, Lindsay, Mount Forest, Oakville, Orangeville, Port Elgin, Benfrew, Richmond Hill, Streetsville, Teeswater, Whitby, Wingham.

Libraries with over 2,500 and less than 3,000 volumes.

Altan, Arthur, Bowmanville, Brampton, Exeter, Fenelon Falls, Ingersoll F. L., Mitchell, Naparée, Orillia, Paisley, Point Edward, Ridgetown, Southampton, Stouffville, Welland.

Libraries with over 3,000 and less than 3,500 volumes.

Ayr, Belleville, Campbellford, Clinton, Durham, Embro, Goderich, Harriston, Norwich, Pictouanguishere, Perth, Port Hope, Prescott Smith's Falls, St. George, Wroxeter.

Libraries with over 3,500 and less than 4,000 volumes.

Barrie, Fergus, Kincardine, Niagara, Niagara Falls, Owen Sound, Scarboro', Simcoe, F. L., Thorold.

Libraries with over 4,000 and less than 5,000 volumes.

Chatham F. L., Collingwood, Galt, Garden Island, Grimsby, London, Milton, Seaforth, Stratford, Strathroy, St. Mary's, Uxbridge, Windsor, Woodstock.

Libraries with over 5,000 and less than 6,000 volumes.

Berlin F. L., Dundas, Kingston, Preston, Waterloo F. L.

Libraries with over 6,000 and less than 7,000 volumes.

Paris, St. Thomas F. L.

Libraries with over 7,000 and less than 8,000 volumes.

Brockville, Peterboro'.

Libraries with over 8,000 and less than 10,000 volumes.

Elora, Guelph F. L.

Libraries with over 10,000 and less than 20,000 volumes.

Brantford F. L.

Libraries with over 20,000 and less than 30,000 volumes.

Hamilton F. L.

Libraries with over 30,000 volumes.

Toronto F. L.

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Mechanics' Institutes for the year ending 30th April, 1895.

Mechanics' Institutes.	Receipts.		Expenditure		Balance on hand.		Number of members.		Number of volumes in library.		Number of volumes issued.		Number of news-papers and periodicals.		Number of pupils in evening classes.		Assets.		Liabilities.	
	\$	c.	\$	c.	\$	c.											\$	c.	\$	c.
59 Chesley	228	27	226	46	1	81	55	756	1,012	.....	.....	.....	.....	.....	.....	.....	561	81	.....	.....
60 Chesterville ..	121	95	116	51	5	44	107	136	241	22	.....	.....	.....	.....	.....	.....	134	51	113	69
61 Claremont	249	99	248	19	1	80	76	893	1,777	.....	.....	.....	.....	.....	.....	.....	531	80	.....	.....
62 Clarksburg	113	42	82	57	30	85	53	419	697	1	.....	.....	.....	.....	.....	.....	480	85	.....	.....
63 Claude	273	09	194	23	78	86	133	1,650	2,327	.....	.....	.....	.....	.....	.....	.....	1,478	86	.....	.....
64 Clifford	200	00	165	40	34	60	50	2,001	949	.....	.....	.....	.....	.....	.....	.....	461	05	.....	.....
65 Clinton	522	11	513	76	8	35	341	3,158	10,980	25	.....	.....	.....	.....	.....	.....	4,823	35	41	50
66 Cobocok	196	75	164	85	31	90	7	343	.....	.....	.....	.....	.....	.....	.....	.....	241	99	.....	.....
67 Cobourg	593	47	589	23	4	24	116	1,869	3,118	37	24	.....	.....	.....	.....	.....	1,229	24	79	50
68 Colborne	182	28	147	12	35	16	55	2,265	1,638	23	.....	.....	.....	.....	.....	.....	970	16	.....	.....
69 Coldstream	249	99	248	90	1	09	130	651	1,587	.....	.....	.....	.....	.....	.....	.....	466	84	.....	.....
70 Cold Springs ..	152	22	78	17	74	05	80	624	520	.....	.....	.....	.....	.....	.....	.....	484	34	10	00
71 Collingwood ..	703	75	622	51	81	24	215	4,233	5,783	33	36	.....	.....	.....	.....	.....	3,235	75	125	43
72 Copleston	89	50	88	46	1	04	34	205	116	.....	.....	.....	.....	.....	.....	.....	121	04	.....	.....
73 Cornwall	799	88	793	42	6	46	201	1,229	3,714	30	.....	.....	.....	.....	.....	.....	1,353	46	350	00
74 Courtright	63	50	55	35	8	15	50	463	463	.....	.....	.....	.....	.....	.....	.....	84	39	.....	.....
75 Creemore	83	92	79	87	4	05	116	148	118	.....	.....	.....	.....	.....	.....	.....	87	80	.....	.....
76 Dalhousie (McDonalds' Corners P.O.)	31	04	23	51	7	53	52	90	141	.....	.....	.....	.....	.....	.....	.....	29	78	5	00
77 Delaware	99	23	89	20	10	03	14	96	468	10	11	.....	.....	.....	.....	.....	44	53	45	00
78 Delhi	145	75	115	45	30	30	100	123	340	25	.....	.....	.....	.....	.....	.....	152	83	15	55
79 Deseronto	684	11	684	11	.....	.....	170	1,189	3,021	44	.....	.....	.....	.....	.....	.....	1,657	00	482	32
80 Douglas	31	00	28	20	2	80	62	72	178	.....	.....	.....	.....	.....	.....	.....	31	00	.....	.....
81 Drayton	317	35	298	03	19	32	30	1,803	1,977	15	.....	.....	.....	.....	.....	.....	1,319	32	115	00
82 Dresden	141	20	125	47	15	73	118	458	686	19	15	.....	.....	.....	.....	.....	302	41	60	24
83 Duart	251	68	244	87	6	81	51	1,240	1,802	.....	.....	.....	.....	.....	.....	.....	1,061	96	.....	.....
84 Dufferin (Clan- brassil P.O.)	181	72	116	00	65	72	52	828	605	.....	.....	.....	.....	.....	.....	.....	700	72	.....	.....
85 Dundalk	330	16	318	12	12	04	143	1,247	3,039	60	.....	.....	.....	.....	.....	.....	1,152	07	40	00
86 Dundas	725	55	725	11	44	.....	117	5,950	2,568	21	22	.....	.....	.....	.....	.....	4,800	44	104	85
87 Dungannon	349	88	349	76	12	122	122	633	2,178	17	12	.....	.....	.....	.....	.....	303	39	25	45
88 Dunnville	277	52	218	67	28	85	121	2,242	5,330	.....	.....	.....	.....	.....	.....	.....	1,048	85	.....	.....
89 Durham	559	61	387	16	172	45	111	3,425	2,985	.....	.....	.....	.....	.....	.....	.....	3,934	45	.....	.....
90 Dutton	125	07	120	69	4	38	64	399	657	.....	.....	.....	.....	.....	.....	.....	253	13	.....	.....
91 Elmira	350	16	349	74	42	.....	109	2,002	2,256	22	.....	.....	.....	.....	.....	.....	1,273	48	.....	.....
92 Elmvale .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93 Elora	472	10	467	95	4	15	161	8,009	5,732	15	.....	.....	.....	.....	.....	.....	7,929	15	125	00
94 Embro	392	31	329	90	62	41	100	3,363	3,818	17	.....	.....	.....	.....	.....	.....	3,036	73	.....	.....
95 Emsdale	159	55	156	13	3	42	54	378	664	.....	.....	.....	.....	.....	.....	.....	233	42	.....	.....
96 Ennotville (Barnett P.O.)	197	28	154	64	42	64	50	2,161	933	.....	.....	.....	.....	.....	.....	.....	2,619	50	.....	.....
97 Enterprise	160	89	160	87	02	.....	102	289	1,327	12	14	.....	.....	.....	.....	.....	115	96	.....	.....
98 Erin	198	23	182	03	16	20	72	810	1,363	.....	.....	.....	.....	.....	.....	.....	585	50	.....	.....
99 Essex	498	97	474	03	24	94	139	1,305	2,359	21	.....	.....	.....	.....	.....	.....	1,535	81	.....	.....
100 Ethel	241	20	237	79	3	41	67	653	802	10	.....	.....	.....	.....	.....	.....	366	41	.....	.....
101 Exeter	277	20	276	13	1	07	190	2,596	5,794	17	.....	.....	.....	.....	.....	.....	2,581	07	.....	.....
102 Fenella	119	00	119	00	.....	.....	104	259	172	.....	.....	.....	.....	.....	.....	.....	135	85	28	00
103 Fenelon Falls.	638	69	498	99	139	70	113	2,773	3,451	36	.....	.....	.....	.....	.....	.....	2,221	23	.....	.....
104 Fergus	566	25	417	06	149	19	102	3,693	3,104	20	.....	.....	.....	.....	.....	.....	5,038	84	.....	.....
105 Flesherston ..	212	19	208	56	3	63	43	640	1,149	.....	.....	.....	.....	.....	.....	.....	363	63	25	00
106 Floradale	121	94	118	33	3	61	52	427	756	14	.....	.....	.....	.....	.....	.....	223	61	10	00
107 Fonthill	384	47	223	60	160	87	101	1,977	1,397	16	.....	.....	.....	.....	.....	.....	1,469	52	.....	.....
108 Fordwich	130	58	130	58	.....	.....	78	420	1,705	.....	.....	.....	.....	.....	.....	.....	255	70	54	35
109 Forest	367	53	367	19	34	.....	102	2,237	1,540	13	.....	.....	.....	.....	.....	.....	2,060	34	75	00
110 Forks of the Credit	192	62	178	60	14	02	53	1,246	1,719	.....	.....	.....	.....	.....	.....	.....	920	95	.....	.....

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Mechanics' Institutes for the year ending 30th April, 1895.

Mechanics' Institutes.	Receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	\$ c.	\$ c.	\$ c.						\$ c.	\$ c.
111 Fort Erie	317 80	240 87	76 93	71	1,647	1,141	.....	.....	998 60	.....
112 Galt	669 23	551 38	117 85	304	4,307	6,503	38	24	6,598 05	.....
113 Gananoque....	757 69	621 81	135 88	205	1,297	7,498	27	.....	926 93	.....
114 Garden Island	746 77	746 77	.....	103	4,410	840	35	.....	2,850 00	71 24
115 Georgetown ..	140 30	127 62	12 68	63	1,056	736	12	.....	1,072 68	40 00
116 Glen Allan...	127 34	125 36	1 98	51	301	396	.....	.....	121 79	60 00
117 Glencoe	183 67	174 50	9 17	107	1,341	795	19	.....	1,200 17	.....
118 Glenmorris...	219 78	200 35	19 43	67	1,345	1,148	13	.....	1,067 86	.....
119 Goderich.....	567 92	565 03	2 89	136	3,182	4,538	33	14	3,302 29	.....
120 Gore Bay	31 09	1 00	30 09	19	538	484	.....	.....	333 13	.....
121 Gorrie	166 51	165 26	1 25	101	541	2,245	.....	.....	352 26	21 90
122 Grand Valley.	279 58	192 50	87 08	90	1,175	1,898	14	.....	972 08	.....
123 Gravenhurst..	415 35	157 74	257 61	38	873	*	.....	.....	462 61	59 02
124 Grimsby	411 95	408 83	3 12	110	4,152	4,340	24	.....	4,413 12	.....
125 Hagersville...	278 13	278 13	.....	100	630	2,041	17	.....	324 47	44 16
126 Hanover .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
127 Harriston	598 62	586 66	11 96	145	3,098	2,805	24	27	1,981 96	242 50
128 Hastings	102 30	72 55	29 75	100	403	1,041	.....	.....	159 40	.....
129 Hensall	252 33	222 43	29 90	100	989	1,003	.....	.....	771 92	.....
130 Hespeler	489 40	390 50	98 90	138	2,362	3,241	18	42	2,383 90	.....
131 Highgate .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
132 Highland Crk	174 20	161 70	12 50	104	947	1,809	.....	.....	655 01	.....
133 Hillsburgh	28 80	1 37	27 43	55	362	860	.....	.....	.....	.....
134 Holland Cent'e	109 50	109 50	.....	65	156	278	.....	.....	120 25	.....
135 Holyrood	173 66	108 12	65 54	50	1,243	2,755	.....	.....	1,279 54	100 00
136 Huntsville ...	581 95	549 96	31 99	101	622	2,071	19	.....	407 99	17 08
137 Inglewood	107 36	74 45	32 91	107	880	1,546	.....	.....	656 66	.....
138 Iroquois.....	447 21	409 49	37 72	108	850	1,995	28	.....	1,112 72	46 00
140 Jarvis.....	439 87	430 50	9 37	103	1,493	2,317	22	.....	864 37	.....
141 Kers	57 00	57 00	.....	61	115	46	.....	.....	51 00	.....
142 Kemptville....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
143 Kincardine	617 48	566 83	50 65	180	3,689	10,151	31	.....	3,241 63	279 00
144 King	139 20	137 09	2 11	51	314	554	.....	.....	122 10	.....
145 Kingston	1,211 49	1,210 73	76	207	5,191	15,319	40	44	3,960 76	144 00
146 Kingsville....	523 65	483 23	40 42	65	642	1,108	20	.....	477 73	246 08
147 Kirkfield	288 33	246 68	41 65	67	316	579	16	.....	203 43	93 33
148 Lake Charles..	131 40	126 74	4 66	102	968	933	.....	.....	496 94	.....
149 Lakefield	133 01	122 43	10 58	57	450	286	12	.....	240 58	10 00
150 Lancaster	152 45	94 08	58 37	72	795	1,034	12	.....	558 37	51 36
151 Leamington ..	240 50	240 50	.....	85	942	1,370	16	.....	534 00	175 00
152 Lindsay	554 59	546 37	8 22	111	2,093	2,457	32	.....	2,168 22	225 00
153 Lion's Head ..	254 39	75 88	178 51	52	1,020	783	12	.....	1,057 88	.....
154 Listowel	442 41	433 99	8 42	83	1,462	3,348	22	.....	1,138 42	261 00
155 Little Britain.	135 50	118 16	17 34	103	159	327	.....	.....	113 22	.....
156 Little Current	126 46	100 95	25 51	100	298	1,130	.....	.....	235 51	.....
157 Logan (Mit- chell P. O.).	2 25	49	1 76	19	33	43	.....	.....	26 76	25 00
158 London†	1,031 65	810 00	221 65	.....	4,199	.....	55	.....	28,336 58	.....
159 L'Orignal .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
160 Lucan	205 50	147 77	57 73	52	1,813	1,443	.....	.....	1,554 49	.....
161 Lucille	45 00	41 25	3 75	54	150	326	.....	.....	78 75	.....

* Lists destroyed by fire.

† Changed to Free Library.

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Mechanics' Institutes for the year ending 30th April, 1895.

Mechanics' Institutes.	Receipts.		Expenditure.		Balance on hand.		Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.		Liabilities.	
	\$	c.	\$	c.	\$	c.						\$	c.	\$	c.
162 Lucknow.....	457	62	369	12	88	50	114	1,748	2,294	23	....	1,353	10	100	00
163 Manilla	273	12	272	78	34	53	607	678	.....	.....	.....	368	06	.....	.....
164 Manotick	146	29	137	97	8	32	111	726	1,630	.....	.....	454	87	10	00
165 Maple	34	00	26	60	7	40	101	43	35	.....	.....	34	00	.....	.....
166 Markdale	263	23	261	54	1	69	126	1,158	1,885	21	.....	1,014	95	.....	.....
167 Markham	253	85	253	82	03	108	108	1,978	3,493	.....	.....	1,760	03	.....	.....
168 Maxville	56	50	52	60	3	90	100	.....	.....	16	.....	12	70	2	00
169 Mayflower (Wisbeach P.O.) .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
170 Meaford	313	69	275	93	37	76	96	1,988	2,241	3	26	2,561	42	.....	.....
171 Melbourne	123	60	102	88	20	72	60	468	342	10	.....	467	49	.....	.....
172 Merrickville.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
173 Merriton .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
174 Midland*	289	75	255	40	34	35	62	728	710	.....	25	209	35	196	95
175 Midway	97	00	90	63	6	37	77	213	188	.....	.....	96	76	4	00
176 Millbrook	356	90	354	01	2	89	150	449	1,738	26	.....	233	89	100	00
177 Milton	693	08	583	26	106	82	114	4,070	3,781	21	.....	4,556	82	.....	.....
178 Milverton	248	24	248	24	.....	.....	85	278	52	7	.....	246	00	66	06
179 Mitchell	492	48	389	54	102	94	137	2,626	3,901	19	.....	3,916	42	.....	.....
180 Molesworth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
181 Mono Centre	109	70	109	70	.....	.....	52	159	120	.....	.....	106	65	50	15
182 Mono Mills	115	06	105	42	9	64	25	205	25	.....	.....	135	08	.....	.....
183 Mono Road	246	86	246	86	.....	.....	126	1,646	1,536	.....	.....	1,200	00	76	85
184 Morewood.....	185	52	177	82	7	70	83	183	500	14	.....	177	48	115	00
185 Morrisburgh	487	43	487	43	.....	.....	156	1,489	4,981	31	.....	930	00	.....	.....
186 Morriston	125	45	125	27	18	.....	103	192	169	.....	.....	131	37	10	00
187 Mount Forest.....	465	19	323	26	141	93	164	2,305	4,557	19	.....	2,191	93	.....	.....
188 Nanticoke.....	68	30	68	30	.....	.....	104	202	672	.....	.....	115	15	.....	.....
189 Napanee	507	76	507	32	44	.....	198	2,733	831	19	.....	1,450	44	.....	.....
190 Newburgh	259	44	254	12	5	32	119	1,032	1,277	20	.....	838	41	.....	.....
191 New Hamburg	302	68	288	96	13	72	116	1,310	967	17	.....	981	72	95	00
192 Newmarket	265	02	265	02	.....	.....	114	1,013	3,372	22	.....	793	58	249	37
193 Niagara	287	15	281	26	5	89	64	3,842	2,226	23	.....	3,900	00	100	00
194 Niagara Falls.....	781	31	587	05	194	26	285	3,943	6,714	18	.....	5,469	26	.....	.....
195 Niagara FallsS	258	99	258	09	90	.....	121	1,509	1,685	.....	.....	1,085	90	.....	.....
196 North Gower	185	06	180	25	4	81	65	802	2,199	.....	.....	374	81	.....	.....
197 Norwich	304	60	250	81	53	79	128	3,063	3,210	.....	.....	3,203	72	.....	.....
198 Norwood.....	296	35	295	58	77	.....	204	1,398	1,661	12	21	612	77	110	00
199 Oakville	260	83	252	48	8	35	112	2,384	2,723	.....	.....	2,118	3	.....	.....
200 Oil Springs... ..	117	50	117	15	35	.....	63	347	196	.....	.....	246	78	138	78
201 Omeme	301	25	301	25	.....	.....	78	460	1,579	17	.....	352	30	5	21
202 Orangeville.....	437	91	403	70	34	21	127	2,195	1,501	21	.....	2,234	21	.....	.....
203 Orillia	585	13	585	13	.....	.....	186	2,967	5,239	24	.....	3,400	00	13	18
204 Orono	107	11	95	31	11	80	60	929	1,227	.....	.....	433	18	.....	.....
205 Oshawa	1,244	21	1,136	86	107	35	165	1,813	3,937	35	.....	1,247	35	154	20
206 Ottawa .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
207 Owen Sound	873	17	739	88	133	29	259	3,898	11,127	31	65	5,527	37	24	00
208 Oxford Mills	121	76	121	76	.....	.....	65	650	3,098	.....	.....	511	70	26	00
209 Paisley	329	42	297	63	31	79	206	2,543	4,002	17	.....	2,449	98	.....	.....
210 Pakenham	249	20	243	46	5	74	107	219	749	13	.....	216	35	210	61
211 Palmerston.....	383	51	383	51	.....	.....	90	799	4,856	28	.....	600	00	183	65
212 Paris	811	42	811	42	.....	.....	174	6,050	4,732	42	.....	10,300	00	.....	.....
213 Parkhill.....	222	06	222	06	.....	.....	73	940	1,399	14	.....	425	00	140	06
214 Parry Sound.....	238	18	209	02	29	16	62	763	2,962	.....	.....	924	16	.....	.....

*Destroyed by fire.

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Mechanics' Institutes for the year ending 30th April, 1895.

Mechanics' Institutes.	Receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	\$ c.	\$ c.	\$ c.						\$ c.	\$ c.
215 Pembroke	762 46	735 80	26 66	143	812	2,674	21	...	695 95	261 25
216 Penetanguishene	605 41	605 41	.....	140	3,353	2,909	22	23	1,629 00	271 80
217 Perth	559 73	559 50	23	200	3,390	7,184	18	...	1,900 23	...
218 Peterborough	1,670 14	1,576 85	93 29	394	7,502	13,435	82	53	9,259 43	40 00
219 Petrolea .....	...	...	...	...	...	...	...	...	...	...
220 Pickering	271 97	283 85	38 12	101	927	2,032	10	...	603 12	...
221 Picton	457 15	370 66	86 49	179	685	2,287	19	...	536 49	35 00
222 Plattsville	147 59	138 38	9 21	69	457	692	12	...	334 21	...
223 Point Edward	165 05	163 66	1 39	86	2,398	2,592	18	...	2,900 19	...
224 Port Arthur	198 25	198 25	.....	50	1,205	918	11	...	1,527 00	250 00
225 Port Carling	144 44	114 56	29 88	50	684	475	13	...	555 28	20 00
226 Port Colborne	50 50	49 75	75	52	931	277	...	...	925 75	...
227 Port Elgin	102 32	99 31	3 01	62	2,237	1,779	10	...	528 01	...
228 Port Hope	709 00	640 54	68 46	149	3,421	5,068	34	...	2,853 28	200 00
229 Port Perry	346 48	337 1	9 37	114	711	1,783	14	18	454 37	...
230 Port Rowan	552 64	517 54	35 10	108	923	1,543	20	...	1,194 37	100 00
231 Prescott	539 30	520 56	18 74	144	3,058	3,801	22	...	4,060 30	23 83
232 Preston	614 78	546 86	67 92	113	5,036	3,792	16	36	6,042 92	...
233 Queensville	170 18	160 94	9 24	112	492	1,306	...	...	354 24	...
234 Rat Portage	427 60	372 45	55 15	121	417	356	43	...	335 15	51 00
235 Renfrew	486 79	376 54	110 25	201	2,440	2,996	16	...	3,086 01	...
236 Richmond	88 76	88 26	50	103	120	148	...	...	87 92	4 00
237 Richmond Hill	342 85	284 85	58 00	103	2,102	1,488	13	...	1,758 00	...
238 Ridgetown	457 01	430 03	26 98	155	2,527	4,312	17	...	3,813 62	...
239 Ripley	395 33	395 33	.....	102	1,094	515	14	23	980 93	73 94
240 Riversdale	25 00	23 23	1 77	50	49	104	...	...	22 50	...
241 Rockwood	138 10	105 61	32 49	100	159	150	10	...	125 85	40 00
242 Rodney	153 78	125 90	27 88	101	303	312	12	...	262 38	...
243 Romney	248 60	78 72	169 88	54	715	939	5	...	641 88	...
244 Russell	230 95	226 86	4 09	104	812	1,705	17	...	1,204 09	10 00
245 Saltfleet (Stony Creek P.O.) .....	...	...	...	...	...	...	...	...	...	...
246 Sault Ste. Marie	300 40	300 40	.....	108	863	2,067	14	...	851 87	8 60
247 Scarboro'	270 89	250 74	20 15	70	3,596	2,224	...	...	2,410 15	...
248 Schreiber	975 31	970 38	4 93	110	748	1,016	12	...	1,791 76	100 00
249 Seaford	986 45	915 54	20 91	361	4,599	14,616	26	...	4,990 91	850 00
250 Sheldon	190 05	184 24	5 81	59	485	432	13	...	167 81	110 00
251 Shelburne	250 05	250 05	.....	103	998	2,079	17	...	829 08	75 00
252 Smith's Falls	756 56	759 13	6 37	211	3,214	7,724	33	...	2,256 37	40 00
253 Southampton	257 70	257 70	.....	119	2,565	2,717	...	...	2,510 40	174 84
254 Sparta	383 87	367 62	16 25	108	817	2,660	...	...	605 41	...
255 Spencerville	103 00	102 35	65	101	156	196	...	...	100 65	53 00
256 Springfield	226 32	200 62	25 70	126	253	203	...	...	214 83	141 00
257 Stayner	162 28	97 73	64 55	51	697	1,750	...	14	504 72	125 00
258 Stouffville	523 86	402 37	121 49	120	2,726	1,937	23	...	2,901 49	...
259 Stratford	757 55	757 55	.....	315	4,375	17,746	26	...	3,600 00	13 80
260 Strathroy	649 15	624 23	24 92	274	4,253	8,017	26	...	4,374 92	50 00
261 Streetsville	240 69	240 68	01	63	2,475	1,195	20	...	2,175 01	100 00
262 St. George	513 87	482 89	30 98	110	3,334	2,913	14	...	3,872 62	...
263 St. Helen's	246 02	244 51	1 51	58	458	933	16	...	308 51	...
264 St. Mary's	504 93	497 17	7 76	115	4,363	3,570	16	...	2,582 76	...
265 St. Vincent (Meaford P.O.)	54 82	36 13	18 19	60	156	1,147	...	...	111 84	...
266 Sutherland	364 37	353 33	11 04	111	466	1,708	9	22	381 92	...

TABLE A.—Receipts and Expenditure, Assets and Liabilities of Mechanics' Institutes for the year ending 30th April, 1895.

Mechanics' Institutes.	Receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Number of pupils in evening classes.	Assets.	Liabilities.
	\$ c.	\$ c.	\$ c.						\$ c.	\$ c.
267 Sundridge ...	191 30	179 88	11 42	67	242	927	11	...	128 92	54 00
268 Tara	331 12	295 26	35 86	120	918	2,078	18	...	995 86	43 80
269 Tavistock	417 66	303 14	114 52	100	1,464	2,005	20	...	1,203 90	...
270 Teeswater	476 91	336 90	140 01	139	2,251	3,339	17	...	1,798 92	...
271 Thamesford ...	241 38	74 27	167 11	63	941	1,014	...	...	815 83	18 00
272 Thamesville ...	711 62	710 88	74	54	1,830	5,685	19	...	1,825 10	190 00
273 Thessalon ...	157 00	115 68	41 32	59	246	...	...	...	143 32	100 00
274 Thornbury ...	166 89	159 13	7 76	43	653	681	...	...	234 76	10 27
275 Thorold ...	407 44	307 80	99 64	58	3,621	1,466	35	...	2,699 64	...
276 Tilbury Centre	356 37	344 76	11 61	105	613	946	18	33	498 60	154 47
277 Tilbury East (Valetta P.O.)	263 45	240 72	22 73	110	937	1,732	...	...	792 84	...
278 Tilsonburg ...	389 60	389 60	...	105	1,315	2,192	11	...	935 00	23 21
279 Tiverton ...	259 08	201 41	57 67	101	621	2,030	11	...	477 67	...
280 Toronto Junction ...	735 28	728 89	6 39	80	1,396	2,424	27	...	2,061 39	234 34
281 Tottenham ...	93 66	93 66	...	100	1,019	1,315	...	...	740 27	17 29
282 Trenton ...	225 95	225 95	...	104	1,111	1,853	19	...	1,100 00	63 65
283 Tweed	146 16	143 54	2 62	114	236	842	12	...	178 32	61 85
284 Underwood ..	190 68	182 82	7 86	63	493	1,089	...	...	262 86	...
285 Uxbridge ...	1,037 53	1,034 33	3 20	143	4,678	3,806	29	...	4,879 00	263 07
286 Vandorf ...	397 73	396 46	1 27	229	1,227	1,864	...	...	1,172 27	45 66
287 Victoria (Caledonia P.O.)	157 46	136 22	21 24	54	1,206	1,319	...	46	751 24	50 00
288 Violet Hill ...	55 00	49 50	5 50	105	78	77	...	...	75 00	...
289 Walkerton ...	416 27	407 31	8 96	157	1,640	3,638	21	...	1,283 96	...
290 Wallaceburg ...	...	...	...	...	...	...	...	...	...	...
291 Walter's Falls	...	...	...	...	...	...	...	...	...	...
292 Wardsville ...	...	...	...	...	...	...	...	...	...	...
293 Warkworth ...	482 21	475 80	6 41	103	518	1,358	20	...	338 07	125 00
294 Waterdown ...	15 26	12 40	2 86	60	1,396	944	6	...	732 00	...
295 Waterford ...	167 00	167 00	...	102	900	2,065	...	...	420 00	...
296 Watford ...	338 84	302 78	16 06	121	1,272	1,633	20	...	1,062 06	57 17
297 Welland ...	486 94	418 09	68 85	170	2,889	3,896	21	...	3,467 85	...
298 Westford ...	183 71	183 71	...	101	572	1,010	...	...	459 57	...
299 Weston ...	366 01	366 01	...	130	1,773	3,710	24	...	1,595 00	7 78
300 Wheatley ...	133 85	133 85	...	102	181	31	12	...	156 85	...
301 Whitby ...	283 33	244 49	43 84	89	2,165	2,324	...	...	1,693 84	...
302 Wiarton ...	517 51	508 32	9 19	117	1,816	2,260	13	14	1,149 19	35 00
303 Williamstown	140 41	129 94	10 47	58	625	303	14	...	846 01	50 00
304 Winchester ...	...	...	...	...	...	...	...	...	...	...
305 Windermere ...	...	...	...	...	...	...	...	...	...	...
306 Wingham ...	383 19	328 78	54 41	112	2,006	2,427	34	...	1,609 41	...
307 Woodbridge ...	342 53	183 31	159 22	105	1,260	3,495	14	20	1,539 22	268 00
308 Woodstock ...	713 85	713 85	...	216	4,467	4,645	48	...	3,650 00	126 20
309 Woodville ...	510 75	345 82	164 93	99	1,044	1,716	25	...	795 25	...
310 Wroxeter ...	262 38	262 38	...	65	3,916	1,308	...	...	2,863 10	14 56
311 Wyoming ...	264 52	213 30	51 22	103	1,212	2,250	4	...	974 42	...
Total ...	99,686 35	91,079 08	8,607 27	31,195	439,456	687,100	3,752	966	423,475 87	14,896 18

TABLE B.—Evening Classes in Commercial Course, etc., in Mechanics' Institutes, 1894-5.

Public Library.	Number of students.	Subjects taught.	
		Commercial Course.	Other subjects.
Belleville.....	8	Book-keeping, Arithmetic, Writing.	
Blenheim	33	" "	
Brampton	37	" "	
Brockville.....	53	" "	Grammar and Composition.
Brougham.....	14	" "	
Brussels.....	29	" "	
Cobourg.....	24	" "	
Collingwood.....	36	" "	
Delaware.....	11	" "	
Dungannon.....	12	" "	
Dundas	22	" "	
Enterprise	14	" "	
Flesherton	23	" "	
Floradale	14	" "	
Goderich	14	" "	
Harriston	27	" "	
Hespeler	42	" "	Mensuration.
Kingston	44	" "	
Meaford.....	26	" "	
Midland.....	25	" "	
Norwood	21	" "	
Owen Sound	5	Arithmetic	Shorthand.
Peterboro'	33	.....	Engineering.
Penetanguishene....	23	Book-keeping, Arithmetic, Writing.	
Port Perry	18	" "	
Preston	36	" "	
Stayner	14	" "	
Sunderland.....	22	" "	
Tilbury	33	" "	French.
Victoria (Caledonia P. O)	46	" "	
Warton	14	" "	
Woodbridge.....	20	" "	
	793		

TABLE C.—Evening Classes in Drawing in Mechanics' Institutes, 1894-5.

Public Library.	Number of students.	Subjects taught—Primary Course.
Burlington	32	Freehand, Geometry, Perspective, Model and Blackboard Drawing.
Dresden... ..	15	" " "
Durham.....	22	" " "
Galt	24	" " "
Owen Sound.....	58	" " "
	151	

ADVANCED COURSE.

Burlington	7	Shading Flat, Outline Round.
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MECHANICAL COURSE.

Burlington	7	Building Construction, Industrial Design.
Galt	19	Descriptive Geometry, Machine Drawing.
Owen Sound.....	6	Descriptive Geometry, Machine Drawing, Building Construction, Advanced Perspective.
Peterboro'.....	20	Machine Drawing, Building Construction.
	52	

II. *Free Libraries.*

The following extracts are taken from the Annual Reports for the year ending 30th of April, 1895 (for details see Table D).

1. *Free Libraries' Receipts and Balances on Hand.*

The total receipts of twelve Free Libraries was	\$65,596 36
Balances on hand	1,023 55

2. *Free Libraries' Expenditure.*

The total expenditure of twelve Free Libraries was	\$64,572 81
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3. *Free Libraries' Assets and Liabilities.*

Assets of twelve Free Libraries	\$328,950 21
Liabilities of twelve Free Libraries.....	106,049 97

4. *Number of Readers in Free Libraries.*

Twelve Free Libraries report having had 67,233 readers.

5. *Number of Volumes in Free Libraries, and number of Volumes Issued.*

Number of volumes in twelve Free Libraries	165,263
Number of volumes issued in twelve Free Libraries.....	1,000,706

6. *Reading Rooms in Free Libraries.*

Twelve Free Libraries subscribed for 1,384 newspapers and periodicals.

TABLE D.—Receipts and Expenditure, Assets and Liabilities of Free Libraries for the year ending 30th April, 1895.

Free Libraries.	Receipts.	Expenditure.	Balance on hand.	Number of readers.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
	\$ c.	\$ c.	\$ c.					\$ c.	\$ c.
1 Berlin	1,502 06	1,502 06	.....	2,640	5,496	15,566	55	7,346 41	.....
2 Brantford	2,577 65	2,809 23	68 42	2,260	12,655	73,270	57	11,568 42	.....
3 Chatham	1,754 48	1,730 99	23 49	1,106	4,186	17,632	47	3,673 49	.....
4 Guelph	1,944 40	1,944 40	.....	1,008	8,204	49,675	36	8,400 00	.....
5 Hamilton	14,102 89	14,038 76	64 13	10,762	21,639	213,628	205	67,463 31	47,800 78
6 Ingersoll	811 36	759 31	52 05	700	2,713	15,740	24	1,952 05	.....
7 Simcoe	886 25	741 87	144 38	501	3,743	10,624	26	6,994 38	550 00
8 St. Catharines*.	1,544 47	1,349 46	195 01	2,100	1,561	22,650	33	5,300 00	.....
9 St. Thomas . .	1,831 83	1,813 00	18 83	1,182	6,267	21,610	43	2,889 68	.....
10 Toronto	33,630 00	33,626 19	3 81	42,788	89,248	535,729	771	206,267 54	57,699 19
11 Waterloo	650 93	574 29	76 64	850	5,306	7,811	39	4,033 29	.....
12 Windsor	4,060 04	3,683 25	376 79	1,336	4,245	16,771	48	3,061 64	.....
Total	65,596 36	64,572 81	1,023 55	67,233	165,263	1,000,706	1,384	328,950 21	106,049 97

* Library destroyed by fire 14th January, 1895.

III. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

TABLE E.—Certificates Awarded in Primary Art Course.

Year.	Freehand drawing.	Geometry.	Perspective.	Model drawing.	Blackboard drawing.	Teachers' certificates.	Total.
1882	28	21	17	12	28	.....	106
1883	84	89	58	47	76	.....	354
1884	153	174	139	138	86	66	756
1885	214	529	301	168	198	122	1,532
1886	634	672	149	662	414	77	2,608
1887	643	1,204	428	444	122	103	2,944
1888	805	882	520	403	236	133	2,979
1889	1,002	961	394	470	494	187	3,508
1890	1,000	1,009	290	811	313	130	3,553
1891	1,085	1,569	292	746	422	164	4,278
1892	1,361	1,419	569	1,120	720	338	5,527
1893	1,769	1,277	439	876	392	220	4,973
1894	1,383	719	548	550	562	153	3,915
1895	1,813	1,429	658	1,311	991	341	6,543
Total	11,974	11,954	4,802	7,758	5,054	2,034	43,576

TABLE F.—Certificates Awarded in Advanced Art Course.

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Teachers' certificates.	Total.
1883	5	5	12	18	.....	.....	40
1884	16	5	12	12	.....	.....	45
1885	33	18	35	29	.....	4	119
1886	35	24	19	48	.....	3	129
1887	59	27	28	25	34	14	187
1888	22	17	39	44	20	9	151
1889	65	36	58	24	25	14	222
1890	62	30	76	43	22	15	248
1891	80	52	67	66	38	23	326
1892	24	32	53	72	37	13	231
1893	58	54	73	62	54	13	314
1894	31	44	58	79	68	24	304
1895	56	52	78	58	29	11	284
Total	546	396	608	580	327	143	2,600

TABLE G.—Certificates Awarded in Mechanical Drawing Course.

Year.	Descriptive geometry.	Machine drawing.	Building construction.	Industrial design.	Advanced perspective.	Teachers' certificates.	Total.
1883	2	3	1	2	3	.....	11
1884	1	1	1	1	1	.....	5
1885	12	32	4	25	12	4	89
1886	14	13	5	25	14	3	77
1887	6	5	12	18	6	2	49
1888	8	7	7	15	11	2	50
1889	13	23	11	20	12	3	82
1890	11	23	5	8	12	2	61
1891	3	31	8	31	28	2	103
1892	17	25	13	38	15	2	110
1893	14	33	10	47	35	10	149
1894	12	17	6	90	9	3	137
1895	5	22	9	31	12	3	82
Total	118	235	92	354	170	36	1,005

TABLE H.—Certificates Awarded for Extra Subjects.

Year.	Drawing from the antique.	Architectural designs.	Drawing from life.	Painting from life.	Painting, oil colors.	Painting, water colors.	Sepia.	Monochrome.	Sculpture in marble.	Modelling in clay.	Lithography.	China painting.	Repoussé work.	Wood carving.	Industrial design.	Machine drawing.	Wood engraving.	Engraving on copper.	Crayon portraits.	Total.
1885....					9	7				14										30
1886....					12	7				11				7						37
1887....			7		32	9				8			2	2						60
1888....			15	12	25	14	13	1	2	10	1	9	2	3			1			108
1889....			12	8	16	21	3	2		7	2	6		1			3			81
1890....			7	4	28	18	10	4		7	1	6		4						89
1891....			4	5	29	26	3	6		5		7		2			1			88
1892....			2	6	21	16	7	1		2	1	3		1					2	62
1893....	11	2	5	9	35	21	7	4		5	1	3		2						105
1894....	11	2	8	6	29	16	5	7		4	2	10		2	10	1				113
1895....	26	6	14	4	39	24	10	1		5	6	18		3	17	5	2	1		181
Total	48	10	74	54	275	179	58	26	2	78	14	62	4	27	27	6	7	1	2	954

TABLE I.—Certificates Awarded to Art Schools, 1894-5—Primary Course.

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grant for certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates taken.		
									\$ c.
Brockville.....	50	15	5	2	12	10	44	2	33 00
Hamilton	107	27	8	10	24	20	89	9	75 00
Kingston	19	6	4	1	7	3	21	1	17 00
London	27	8	.....	.....	1	4	13	.....	13 00
Ottawa	62	32	3	4	1	9	49	.....	44 00
St. Thomas	31	14	13	3	7	5	42	.....	34 00
Toronto.....	38	18	11	8	15	16	63	3	46 00
Total	334	120	44	28	67	67	326	15	262 00

TABLE J.—Certificates Awarded to Art Schools, Advanced Course—1894-5.

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates.	Grant for certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Total proficiency certificates taken.		
									\$ c.
Brockville.....	21	3	3	2	3	2	13	.....	11 00
Hamilton	77	16	12	16	16	3	63	2	55 00
Kingston	19	5	3	6	9	2	25	1	21 00
London	30	2	1	5	1	.....	9	.....	8 00
Ottawa	28	2	7	6	7	2	24	.....	21 00
St. Thomas	8	1	.....	.....	1	.....	2	.....	2 00
Toronto.....	45	6	10	8	5	1	30	1	25 00
Total	228	35	36	43	42	10	166	4	143 00

TABLE K.—Certificates Awarded to Art Schools, Mechanical Course, 1894 5.

Art Schools.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers' certificates taken.	Grant for certificates.
		Descriptive Geometry.	Machine drawing.	Building construction.	Industrial design.	Advanced perspective.	Total proficiency certificates taken.		
Hamilton	35	2	10	6	3	4	25	.....	\$ c. 18 00
Kingston	9	.....	.....	1	.....	2	3	2	3 00
London	4	.....	.....	.....	1	.....	1	.....	1 00
Ottawa	9	.....	1	1	.....	.....	2	.....	2 00
St. Thomas	10	.....	1	.....	1	.....	2	.....	2 00
Toronto	20	.....	.....	.....	5	.....	5	.....	5 00
Total	87	2	12	8	10	6	38	2	31 00

TABLE L.—Certificates Awarded to Art Schools, Extra subjects, 1894-5.

Art Schools.	Number of students for examination.	Number of certificates taken.										Special certificates.				Total.		
		Drawing from life.	Painting from life.	Painting, oil colors.	Painting, water colors.	Sepia.	Monochrome.	China painting.	Wood carving.	Wood engraving.	Engraving on copper.	Modelling in clay.	Lithography.	Drawing, antique.	Industrial design.		Machine drawing.	Building construction.
Brockville.....	1																	
Hamilton	39			2	2	10						2	1	11	3	4	4	39
Kingston	1													1				1
London	13						1	1		1			3					6
Ottawa	15	4	1	3	1								1	2	2			14
St. Thomas	2														1		1	2
Toronto	47	9	3	3				7	3	1	1	2	1	12				42
Total	118	13	4	8	3	10	1	8	3	2	1	4	6	26	6	4	5	104

TABLE M.—Certificates awarded to Mechanics' Institutes, 1894-5—Primary Course.

Public Library.	Number of students for examination.	Number of proficiency certificates taken.						Number of teacher's certificates taken.	Grant for certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates taken.		
Burlington	28	12	5	1	9	2	29	.....	\$ c. 22 00
Dresden.....	82	10	27	6	10	19	72	5	11 00
Durham.....	22	12	4	7	10	6	39	5	29 00
Galt	12	.....	3	.....	.....	.....	3	.....	3 00
Owen Sound.....	47	19	19	21	28	11	98	4	67 00
Total	191	53	58	35	57	38	241	14	132 00

TABLE N.—Certificates Awarded to Public Libraries—Mechanical Course, 1894-5.

Public Libraries.	Number of students for examination.	Number of proficiency certificates taken.						Number of teacher's certificates taken.	Grant for certificates.
		Descriptive geometry.	Machine drawing.	Building construction.	Industrial design.	Advanced perspective.	Total proficiency certificates taken.		
Baden.....	1	1	1	1	1	1	5	1	\$ c.
Burlington	1	.....	.....	.....	.....	.....	.....	.....	.....
Dresden.....	2	.....	.....	.....	.....	.....	.....	.....	.....
Galt	12	2	.....	.....	.....	.....	2	.....	2 00
Owen Sound	2	.....	.....	.....	.....	.....	.....	.....	.....
Peterboro'.....	10	.....	5	.....	.....	.....	5	.....	5 00
Total	28	3	6	1	1	1	12	1	7 00

TABLE O.—Certificates Awarded to Mechanics' Institutes—Extra subjects, 1894-5.

Public Library.	Number of students for examination.	Number of special certificates taken.			Total.
		Building construction.	Machine drawing.	Industrial design.	
Baden.....	1	1	1	1	3
Owen Sound	6	.....	.....	1	1
Total.....	7	1	1	2	4

TABLE P.—Certificates Awarded to Public Schools, High Schools, Colleges, etc., 1894-5.
—Primary Course.

Name.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers certificates taken.
		Free-hand.	Geometry.	Perspective.	Model.	Black-board.	Typewriting proficiency certificates taken.	
Almonte High School	77	31	36	1	16	6	90	3
Athens " "	82	21	24	5	7	10	67	3
Aylmer Collegiate Institute	68	40	40	19	27	32	158	17
Beaverton Public School	26	7	...	1	4	4	16	...
Belleville " "	89	44	...	...	...	...	44	...
" High School	131	38	59	20	47	17	181	13
" Albert College	9	4	5	3	3	3	18	...
" Loretto Academy	8	6	3	...	6	2	17	...
Blenheim Public School	72	24	20	7	23	27	101	11
Brownsville " "	6	3	3	6	4	4	20	2
Chatham Collegiate Institute	190	46	51	7	13	20	137	9
Cayuga High School	40	7	...	...	2	3	12	...
Elmira Public School	21	4	8	3	6	3	29	2
Forest High School	50	27	2	6	33	10	78	...
Gananoque " "	67	34	26	4	16	4	84	...
Guelph Loretto Academy	14	4	4	2	7	3	20	1
Hamilton Ryerson Public School	33	18	17	11	8	7	61	5
" Queen Victoria " "	38	17	28	13	4	7	69	4
" Collegiate Institute	68	16	13	8	15	23	75	4
" Model School	21	16	17	14	10	5	62	6
Iroquois High School	76	18	22	25	22	27	114	11
Kemptville " "	98	44	22	24	30	22	142	15
Kingston Public School	6	1	1	...	1	...	3	...
Lindsay High School	159	49	40	14	34	21	158	7
Listowel " "	66	30	17	3	16	7	73	2
London Collegiate Institute	495	116	146	24	102	96	484	17
Markham High School	83	40	33	13	37	24	147	7
Meaford " "	27	17	10	2	12	5	46	2
Morrisburg Public School	23	9	1	1	6	4	21	1
" Collegiate Institute	116	28	38	24	33	23	146	18
Niagara Falls Loretto Convent	25	16	...	...	7	4	27	...
" Collegiate Institute	32	6	...	1	3	...	18	...
Niagara Falls South High School	38	13	10	4	19	14	60	3
Norwood " "	110	40	44	12	26	36	158	10
Orangeville " "	60	31	19	10	21	12	93	7
Oshawa " "	61	29	...	2	22	3	56	2
Ottawa, St. Patrick's Literary Soc.	25	...	1	1	...	...	2	...
" Collegiate Institute	57	18	17	6	7	8	56	2
" Normal School	33	16	10	9	10	8	53	3
Owen Sound Collegiate Institute	99	26	22	14	26	28	116	14
Parkhill High School	31	14	15	8	4	3	44	1
Perth Collegiate Institute	91	45	2	12	24	17	100	1
Port Perry High School	66	31	13	2	25	7	78	2
Prescott " "	53	26	13	13	12	7	71	7
Seaforth Collegiate Institute	35	6	8	...	8	3	25	...
St. Thomas " "	159	64	58	53	66	22	263	7
" Alma College	35	16	8	6	7	8	45	2
S. S. 9 Wainfleet Public School	1	1	...	...	1	...	2	...
Stratford Loretto Convent	11	7	9	7	3	7	33	3
" Collegiate Institute	159	67	65	11	56	25	224	12
Tilsonburg High School	43	11	4	4	3	6	28	1
Toronto, Givens St. Public School	93	49	37	36	35	21	178	14
" Huron St. " "	80	40	5	...	29	28	102	...
" Jameson Ave. C. I.	36	17	7	3	14	15	56	1
" Harbord Street C. I.	154	88	91	52	60	61	352	29
" Wykeham Hall	2	...	1	...	...	...	1	1
" Loretto Abbey	71	14	9	9	13	5	50	3
" Loretto Convent	39	15	14	1	3	4	37	...
" St. Joseph Convent	14	12	7	3	7	5	34	...
Vankleek Hill High School	78	33	36	4	19	17	109	4
Wallaceburg Public School	42	4	13	11	10	3	41	3
Welland High School	42	25	12	10	16	16	79	3
Winchester Public School	42	11	9	2	17	8	47	1
Windsor Collegiate Institute	112	57	39	8	33	23	165	3
Whitby " "	104	32	43	21	29	28	153	12
" Ontario Ladies' College ..	5	1	...	...	3	2	6	...
Total	4,397	1,640	1,327	595	1,187	886	5,635	311

TABLE Q.—Certificates Awarded to Public Schools, High Schools, Ladies' Colleges, etc., 1894-5.—Advanced Course.

Name.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers certificates taken.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Total proficiency certificates taken.	
Belleville High School	15			3	6	5	14	
“ Albert College	2							
Blenheim Public School	15			2			2	
Guelph Loretto Academy	9	1	2	5			8	
Iroquois High School	8	1				2	3	
London Collegiate Institute	25							
Niagara Falls Loretto Convent	24	2	2	2			6	
Stratford Loretto Convent	4	1	1	1	1		4	
St. Thomas Alma College	7	4	4	6	3	4	21	2
Toronto Harbord Street Collegiate Institute	5							
“ Loretto Abbey	39	7	4	11	6	8	36	5
“ Wykeham Hall	1							
Whitby Ontario Ladies' College	6	5	3	5			13	
Total	160	21	16	35	16	19	107	7

TABLE R.—Certificates Awarded to High Schools, Colleges, etc.—Mechanical Course, 1894-5.

Name.	Number of students for examination.	Number of proficiency certificates taken.						Number of teachers certificates.
		Descriptive geometry.	Machine drawing.	Building construction.	Industrial design.	Advanced perspective.	Total number of proficiency certificates taken.	
Blenheim Public School	14		1		1		2	
Belleville High School	8		1		2		3	
Hamilton Collegiate Institute	24				2		2	
Iroquois High School	6		1		2	4	7	
London Collegiate Institute	23							
Stratford Loretto Convent	1				1		1	
St. Thomas Alma College	4				2		2	
Toronto Harbord Street Collegiate Institute	52		1		9		10	
“ Huron Street Public School	3							
“ Loretto Abbey	6					1	1	
Welland High School	7							
Whitby Ladies' College	3				1		1	
Total	136		4		20	5	29	

TABLE S.—Certificates awarded to Ladies' Colleges, etc.—Extra Subjects, 1894.

Name.	Number of students for examination.	Number of certificates taken.				Special certificates.	Total.
		Drawing from life.	Painting oil colors.	Painting water colors.	China painting.	Industrial designs.	
Belleville High School	16					6	6
“ Albert College	7		3	4			7
Guelph Loretto Convent	13	1	4				5
London Collegiate Institute	2						
Niagara Falls Loretto Convent	5		4				4
Owen Sound Collegiate Institute	4					1	1
Parkhill High School	1						
St. Thomas Alma College	10		5	4	4	1	14
Toronto Harbord Street Collegiate Institute.	1					1	1
“ Loretto Abbey	29		9	13	5		27
“ Miss Veal's School	3		3				3
Whitby Ladies' College	5		3		1		4
Total	96	1	31	21	10	9	

Teachers' Primary Art Certificates.—Full Course.

(Continued from page 128, Annual Report, 1894)

Name.	Address.	Name.	Address.
<i>Males.</i>		<i>Males.</i>	
Agar, Warren	Chatham.	Dunnet, A. G.	Ottawa.
Algie, William	Orangeville.	Dyer, Albert	Oshawa.
Allison, Blake	Morrisburg.		
Andrew, Fred. W.	Toronto.	Ellis, Ernest	Meaford.
Armington, Vivian	"		
Armstrong, Adam	Kemptville.	Finch, Herbert, J. W.	Toronto.
Armstrong, Collin	Morrisburgh.	Findlay, Allan	"
Armstrong, Robert A.	Toronto.	Findlay, Jas. A.	"
Ashworth, E. M.	"	Fisher, Fred	London.
Askwith, Geo. H.	Ottawa.	Fitzpatrick, Chas.	Vankleekhill.
		Fleming, Roy F.	Owen Sound.
Barber, E. Blake	Morrisburgh.	Fleming, Stuart	"
Batten, Harry G.	Hamilton.	Flynn, Arthur	Morrisburgh.
Battraw, John	Stratford.	Forbes, David	Toronto.
Bedingfield, Ernest	Kemptville.	Foreman, Peter	Hamilton.
Beggs, Wm.		Fraser, John	St. Thomas.
Bigley, James	Markham.	French, Frederick	Brockville.
Bichall, Thomas	Toronto.	Frye, A. Atwood	Wallaceburg.
Bodkin, Leon	London.	Futcher, Herbert	St. Thomas.
Boyd, Samuel	Listowel.		
Brandon, Edgar	Cannington.	Gardner, David	London.
Briggs, Edward	Owen Sound.	Gardhouse, Fred	"
Bulmer, Guy	Listowel.	Garland, R. A.	Ottawa.
Burritt, Royal	Stratford.	Gillespie, Laird	Orangeville.
Bury, Henry	Belleville.	Glass, H. R.	Toronto.
		Gordon, Erwin	Belleville.
Cameron, Archie	Morrisburgh.	Green, E. F.	Toronto.
Cameron, W. Ross	Norwood.	Green, Herbert	London.
Campbell, Wm.	Whitby.	Green, Milton	Markham.
Carson, Egbert	Prescott.		
Carson, Whitfield	Kemptville.	Hall, Chas. E.	Hamilton.
Carruthers, Wm.	Whitby.	Hall, Edgar	Whitby.
Carter, Sydney R.	Toronto.	Hall, R. M.	Owen Sound.
Chapman, A. H.	"	Hallam, W. T.	London.
Church, Fred.	Niagara Falls S.	Hamilton, Arthur	Morrisburgh.
Clarke, Alfred	Belleville.	Hamilton, T. B.	Owen Sound.
Clarke, Edgerton	Iroquois.	Hare, John	Aylmer.
Clarke, Fred	Hamilton.	Harris, T. K.	Toronto.
Clowes, Frank	Toronto.	Hay, John R.	Lindsay.
Cohoon, Dwight	Aylmer.	Hefferman, Joseph	Norwood.
Collison, Barney	Iroquois.	Henderson, Ernest	London.
Colquhoun, Chas.	Morrisburgh.	Hepburn, Wm.	Toronto.
Connor, Frank	Whitby.	Hickey, Stanton	Morrisburgh.
Convey, Harry	Norwood.	Hincks, Frank	Windsor.
Cooper, Frank	London.	Howey, John	Aylmer.
Cooper, Roy	Iroquois.	Howson, Ezra	Norwood.
Cruikshanks, W. E.	Chatham.	Huff, Clarence	Dresden.
		Huffman, Leroy	Chatham.
Dadson, Thos.	St. Thomas.	Hunnisset, Jas. E.	Toronto.
Davis, Fred. W.	Blenheim.	Hyndman, Cyrus	Kemptville.
Davison, John E.	Toronto.		
Dawson, Alex.	Aylmer.	Ibister, Jas. R.	Hamilton.
Dawson, John A.	Toronto.		
Day, Bert	Owen Sound.	James, Robt.	Kemptville.
DeLong, Herbert	Whitby.	Jennings, Jas.	"
Denholm, Mercer	Blenheim.		
Dennison, Herbert J. S.	Toronto.	Kayler, W.	Morrisburgh.
Dillabough, James	Iroquois.	Keltie, Percy	Hamilton.
Doidge, Thomas C.	Markham.	Kemp, Roy	St. Thomas.
Dunn, Denis	St. Thomas.	Kennedy, Gordon	Kemptville.

Name.	Address.	Name.	Address.
<i>Males.</i>		<i>Males.</i>	
Kendall, Ernest W	Brockville.	Roxburgh, Jas	Stratford.
Kelz, L.	Toronto.	Roxburgh, Jno. E	Norwood.
Kytie, E	Lindsay.	Sanders, Chas	Kemptville.
Lamont, Chas. C	Windsor.	Schooley, Arnold	Aylmer.
Lang, Lorne	Aylmer.	Seaborne, Walter	London.
Langford, Wm	Kemptville.	Shaver, Allan	Iroquois.
Laschinger, Alf. W. A.	Elmira.	Shaver, James	Morrisburgh.
Lawrence, Ira	Whitby.	Shaver, Morris E	"
Leddy, J.	Lindsay.	Short, David	Owen Sound.
Legg, Eugene	Brownsville.	Sinclair, Jno. A	Hamilton.
Lincoln, Roy	Athens.	Smith, Alex	Whitby.
Loucks, Arthur	Aylmer.	Smith, Chas.	Prescott.
Lucas, George	Stratford.	Smith, Fred	Meaford.
Mair, Wm	London.	Snider, Wm	Norwood.
Marshall, Thos	Hamilton.	Spence, Wm	Toronto.
Martin, Herbert	Port Perry.	Stratton, Ralph	Hamilton.
Mason, Herbert	Hamilton.	Strong, Roy	Durham.
Milne, W	Markham.	Sutherland, D	Toronto.
Miller, Arthur	Blenheim.	Swannell, Frank	
Miller, J. Geo	Port Perry.	Tackaberry, Wilson	Kemptville.
Miller, L. H	Aylmer.	Taylor, Ira	Norwood.
Miller, Mark	"	Thompson, Arthur G	Oshawa.
Morrison, George	Chatham.	Thompson, George	Belleville.
McArthur, C.	Lindsay.	Thompson, Herbert	Toronto.
McCaskill, Kenneth	Vankleekhill.	Thomson, Andrew	Owen Sound.
McCormick, Wm	Belleville.	Trew, Wilfred	Lindsay.
McClelland, Alex	Norwood.	Tulloch, John	Welland.
McIntyre, Melvil B	Owen Sound.	Tye, Jno. R	Athens.
McKeand, Alex	Hamilton.	Waddell, G. B.	Toronto.
McKeechnie, Philip	Owen Sound.	Walsh, Jno	Prescott.
McKenzie, Bertram	London.	Werner Sheldon W	Elmira.
McLarty, John	Blenheim.	Wickett, Fred	Aylmer.
McRae, Norman	Durham.	Wildman, Scott	Norwood.
McVean, Harold	Dresden.	Willson, Chas. B	Welland.
Nasmyth, Jas. H	Stratford.	Winder, Harry	London.
Nobbs, Wm	London.	Woodhull, Clinton E	Byron.
Norman, Chas	Aylmer.	Wright, Arthur	Dresden.
Page, Harry W	Toronto.	Wright, Gerald W	Hamilton.
Parker, Arthur	Durham.	Youmans Fred	St. Thomas.
Paterson, Ernest	"	Young, Everett	Niagara Falls, S.
Patton, Robert	Stratford.	Young, Robert	Owen Sound.
Peddle, Alex. B	Windsor.	Yuill, Ernest	Prescott.
Pettapiece, Asa	Kemptville.	<i>Females.</i>	
Prest, Ambrose	Parkhill.	Abbott, Dolly	London.
Price, Norman	Toronto.	Adair, Bessie	Whitby.
Price, Wm	Orangeville.	Bannerman, May	Toronto.
Priddle, G. O.	Tilsonburg.	Black, Annie	Morrisburgh.
Pink, Archie	Kemptville.	Black, Marcia	Iroquois.
Ransom, Howard	Morrisburgh.	Blain, T	Lindsay.
Ratz, Edward	Stratford.	Bowden, Evelyn	Toronto.
Reid, Robert	Durham.	Bowes, Ida	Aylmer.
Ritchie, E. Wilfred	Orangeville.	Bowman Norma E	Hamilton.
Roberts, Percy	Toronto.	Brown, Nellie	"
Robertson, Tate	Chatham.	Byers, Thomasena	Durham.
Rosamond, Wm	Markham.		
Ross, Jno	Owen Sound.		

Teachers' Primary Art Certificates.—Full Course.

Name.	Address.	Name.	Address.
<i>Females.</i>		<i>Females.</i>	
Calburg, Etta	Aylmer.	Love, Grace	Aylmer.
Cann, Gertie	Toronto.	Lundy, Ada Kate	Wallaceburg.
Carman, Elma	Athens.		
Carrie, Violet	Owen Sound.	Marshall, Alesia	Aylmer.
Carter, Gertie	Norwood.	Martin, Eleanor	Toronto.
Clark, Eva	Toronto.	Merkley, Louise	Morrisburgh.
Clowes, Nellie	"	Miller, Edith	Niagara Falls, S.
Colquhoun, Jean	Morrisburgh.	Moore, F	Iroquois.
Cook, Gertie	Stratford.	Morrison, Minnie	Toronto.
Coons, Edna	Iroquois.	Mulholland, Mabel	Blenheim.
Crobar, Ida	"	Murphy, Katie	Prescott.
Curry, Emma	Belleville.		
		McAdam, Josie	Toronto.
Daupe, Jessie	Aylmer.	McArthur, Jennie	Owen Sound.
Dunn, Violet	London.	McCarter, N	Toronto.
		McCulloch, Alice	Vankleekhill.
Eberle, Gertie	Owen Sound.	McDonald, Jessie	Almonte.
Elliott, Etta M.	Hamilton.	McElree, Bertha	Kemptville.
		McGeorge, Ethel	Chatham.
Face, Flora	Chatham.	McKechnie, Edith	Almonte.
Ferguson, Agnes	Ottawa.	McKerrall, Ada B	St. Thomas.
Foster, Belle	Aylmer.	McLaren, Christina	Almonte.
Fralick, Madeline	Belleville.	McTaggart, Cora	Whitby.
Gaskell, Barbara	Owen Sound.	Nield, A	Stratford.
Gibbons, Gertie	Iroquois.	Newman, Lily	Orangeville.
Gordon, Lizzie	Hamilton.		
Graham, B.	Lindsay.	Packman, Clara	Toronto.
Graham, Florence	Toronto.	Palm, Ottilie E.	Hamilton.
Grece, Velma	Dresden.	Pardoe, Nellie	Toronto.
Gunn, Frances L	Hamilton.	Penmanville, M	Ottawa.
		Phillips, Hattie	Stratford.
Hagar, Louie	Welland.	Press, Edith E	Hamilton.
Hammond, Sarah	Stratford.	Prindville, Miss	Stratford.
Hare, Gertrude	Morrisburgh.		
Havercroft, Mary	Hamilton.	Ramsay, Kate	Hamilton.
Hawkins, Agnes	Toronto.	Ransom, Viola	Blenheim.
Hawkins, Martha N	Belleville.	Reed, Alice	Orangeville.
Hawkins, Sadie	Toronto.	Rice, Carrie	Blenheim.
Henderson, Berta	Whitby.	Roberts, Violet	Toronto.
Henderson, Ethel	Hamilton.	Robertson, Grace	Stratford.
Hendry, Edith	Toronto.	Rogers, Ella	Toronto.
Hickey, Philippa	Morrisburgh.	Russell, Florence	Blenheim.
Holland, A	Owen Sound.	Russell, Lizzie	"
Ireland, Mabel S	Hamilton.	Sager, Gertie	Dresden.
		Sharpe, Florence	St. Thomas.
Jeffs, Charlotte	Chatham.	Shields, L	Stratford.
Johnston, Bertha	Stratford.	Spafford, Caroline	Belleville.
		Stewart, Ethel	Markham.
Kelly, Mabel	Toronto.	Stewart Tena	Wallaceburg.
Kerr, Nina	Kemptville.	Stover, Kate	St. Thomas.
Kerslake, Virginia	Toronto.	Strain, Mabel	Whitby.
Knowles, Maggie	London.	Sutherland, Isabella	Hamilton.
Lafarelle, Hattie	Hamilton.	Tanner, Mamie L	Prescott.
Lang, Ella	Orangeville.	Taylor, Sadie	Markham.
Latimer, Nellie	Kemptville.	Taylor, Susie	Belleville.
Leaver, Sarah	Perth.	Telfer, Mildred	Blenheim.
Leith, Clara	Hamilton.	Thompson, Eva	Toronto.
Lighthall, Bertha J	Vankleekhill.	Thompson, Ida	Belleville.
Lingham, Bessie	Belleville.	Thompson, Maggie	Iroquois.
Lingham, Carrie	"	Thurston, Mabel	Kingston.

Teachers' Primary Art Certificates.—Full Course.

Name.	Address.	Name.	Address.
<i>Females.</i>		<i>Females.</i>	
Tillson, Myrtle.....	Blenheim.	Watson, Nellie	Belleville.
Timberlake, Fanny	Morrisburgh.	Weldrum, Winnie	Whitby.
Tolton, Annie.....	Hamilton.	Whitney, Emily	Prescott.
		Whittingham, Ada	Toronto.
Wallace, Herbert.....	Hamilton.	Wright, Asbel	Owen Sound.
Wanless, Aggie	Chatham.		
Wardell, Gertrude	Toronto.	Yearley, Annie.....	Guelph.

Teachers' Full Certificates.—Advanced Course.

Byrens, John M	Hamilton.
Cockburn, Wm	"
Elson, Elizabeth	St. Thomas.
Hawkins, Agnes	Toronto.
Hawkins, Sadie	"
Hughes, L.....	"
McCarten, N	"
McKerrall, Ada B	St. Thomas.
Macaulay, Frances H	Kingston.
Plunkett, Sophia	Toronto.
Wrinch, Mary E.....	"

Teachers' Full Certificates.—Mechanical Course.

Henderson, Frank D	Kingston.
Kaufman, Adam	Baden.
Macaulay, Frances H	Kingston.

The total number of examination papers sent out this year was as follows :

Primary Course.

Freehand	3,866	
Geometry	3 321	
Perspective	3,075	
Model drawing	4,155	
Blackboard drawing	3,995	
		<hr/> 18,412

Advanced Course.

Shading, flat	243	
Outline, round	194	
Shading, round	267	
Flower drawing	271	
Ornamental design	205	
Competition for gold medal	11	
		<hr/> 1,191

Mechanical Course.

Descriptive geometry	56	
Machine drawing	77	
Building construction	37	
Industrial design	188	
Advanced perspective	50	
		<hr/> 408
Total		<hr/> 20,011

The following medals and special certificates were awarded for the year ending 30th April, 1895 :

Gold Medal.

Presented by the Minister of Education for Advanced Course :—Industrial designs and drawing from the antique, Kathleen Hall, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best industrial designs (Art Schools), Walter Jeffery, Toronto Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best industrial designs (High Schools and Collegiate Institutes), Florence Doughan, Belleville High School.

Silver Medal and Certificate.

Presented by the Minister of Education for the highest number of marks in the Mechanical Course, Harry G. Batten, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best specimen of machine drawing from models, Percy Keltie, Hamilton Art School.

Silver Medal and Certificate.

Presented by the Minister of Education for the best original drawings in building construction or architecture, W. Noffke, Ottawa Art School.

Bronze Medals.

For the best painting from life, Marion Living, Ottawa Art School.

For the best drawing from life, Ernest Fosbery, Ottawa Art School.

For the best specimen of china painting, M. Brown, Loretto Abbey, Toronto.

For the best specimen of wood-carving, G. Paigiter, Toronto Art School.

For the best specimen of engraving on wood, F. S. Smith, Toronto Art School.

For the best specimen of modelling in clay, G. Usbourne, Toronto Art School.

For the highest number of marks in Primary Drawing Course (Art Schools and Ladies' Colleges), Sadie Hawkins, Loretto Abbey, Toronto.

For the highest number of marks in the Primary Drawing Course (Public Libraries)-Stuart Fleming, Owen Sound Public Library.

For the highest number of marks in Primary Drawing Course (High Schools and Collegiate Institutes), Fred. W. Andrew, Harbord Street Collegiate Institute, Toronto.

For the highest number of marks in Primary Drawing Course (Public Schools), Herbert J. S. Dennison, Given Street Public School, Toronto.

III. Art Schools and Provincial Drawing Examinations.

1. *The Report of the Brockville Art School for the year ending 30th of April, 1895,* shows that the session consisted of two terms, attended by seventy-three students in the Primary, Advanced and Mechanical Courses. The number of lessons given in the various subjects were as follows: Freehand 58, model drawing 58, perspective 58, geometry 58, memory drawing 48, shading from flat 55, shading from round 58, drawing from flowers 50, ornamental design 50, industrial design 48, machine drawing 48, architectural drawing 48, modelling in clay 35. The number of certificates taken at the annual examination was, 57 proficiency, and two full teachers' certificates.

They had a small number of pupils in the extra subjects, including oil and water color, from objects and life, but this being a manufacturing town the directors considered it of greater importance to encourage mechanics' to study the necessary subjects applicable to their trades and manufacturers, than to devote the time of their teachers in giving instruction in so called accomplishments in fine arts to young ladies. The directors say that quite a number of comparatively uneducated young men have taken a deep interest in the study of practical and advanced geometry, as the basis of industrial design. They have a class for modelling in clay, their work is intended as original models for manufacturing purposes and not mere copies from casts.

Since their last report several of their senior students, owing to their knowledge of drawing, have been employed in different Canadian cities, and others owing to the stagnation of trade have gone to the United States where they have obtained lucrative employment.

Miss Margaret Stewart one of their former pupils who recently won a scholarship and fellowship in the Philadelphia Woman's School of Design, is now in town, and if possible the directors will avail themselves of her services next session.

The receipts, including \$495 Government grant, were \$530. Expenditure, \$499. Balance on hand, \$31.

2. *The Report of the Hamilton Art School for the year ending 30th April, 1895*, shows that the school opened on the 14th September, 1894, and continued open till 30th April, 1895. The number of individual students who attended the school were, eighty-one females and eighty-three males. The number of individual students who attended the different classes were, thirty-six in the day classes, and forty in the general evening classes, sixteen in the technical classes, thirty-eight in the geometry and perspective classes, ninety-two in the Saturday classes. Total entries 222.

The following trades and professions were represented in the classes: Architects, brass founders, bricklayers, carpenters, carriagemakers, cabinetmakers, cartoonists, clerks, draughtsmen, engravers, engineers, embroiderers, electricians, foundry men, lithographers, landscape gardeners, machinists, milliners, musicians, newsboys, printers, saddlers, students, tailors, teachers, tinsmiths, weavers, wood-carvers.

A new class was formed for needle work taught by Mrs. Leith-Wright, late of the Royal School of Art Needle Work, at South Kensington.

The teaching staff were, Mr. S. J. Ireland, Principal, who superintended the work of every pupil in the school, with six assistants.

The following Provincial medals and certificates were awarded to students of this school: Silver medal for machine drawing from actual measurements; silver medal for mechanical course, and the following certificates: Modelling 2, sepia 9, water color painting 2, wood-carving 1, drawing from the antique 12, oil monochrome 1, specific designs 3, architectural drawing 4, machine from actual measurement 4, for the five subjects of the mechanical course 25, for the five subjects of the advanced course 68, for the five subjects of the primary course 89, total awards 224. Citizens gave \$40 and a medal for local prizes, with beneficial results. Four free scholarships were given to the best pupils of the junior fourth grade in the City Public Schools, two by this Board, and two by the Board of Education.

The receipts, including \$558 Government grant, and \$300 City grant, were \$2,903.39. Expenditure, \$2,801.24. Balance on hand, \$102.15.

3. *The Report of the Kingston Art School for the year ending 30th of April, 1895*, shows that the school work commenced on the 1st of October, 1894, with an increased attendance, which was maintained during the session.

Thirty-five pupils attended the day classes, and twenty-six the evening classes; the greater number of the latter were those whose interest is desired, viz., apprentices and young men working at the several manufacturing trades as machinists, carpenters, etc. Nearly all of them expressed their intention of continuing these studies, and of influencing their friends to join, so that a large evening class may confidently be expected when the school re-opens in the fall. The curriculum of study laid down by the Department has been followed.

The classes were closed at the end of April, when the Departmental examinations took place.

The directors feel satisfied that the increase will be much larger next year than it has been during this, as additional subjects of interest have been added, and the increase of each year has its influence on the succeeding one.

The receipts, including \$434 Government grant, were \$688.83; expenditure, \$663.35; balance on hand, \$25.48.

4. *The Report of the London Art School for the year ending 30th of April, 1895*, shows that, notwithstanding the great depression in trade that has existed for some time, this school has been fairly prosperous, and the attendance much more regular than for some time previously.

The students have selected those subjects most suitable to their respective trades and professions, instead of taking lessons for pastime or amusement.

During the past few years quite a large number of their students have been earning their own living, either directly or indirectly from knowledge imparted to them in this school. Among these we notice several architects, civil engineers, engravers, lithographers and color printers, wood carvers, etc., and several have distinguished themselves in oil and water and china painting.

A life class was established during the last term, which promises to be very successful.

The financial report shows that the expenditure has considerably exceeded the income, which is accounted for from the purchase of new studies, etc.

The receipts, including \$435 Government grant, were \$631.46 ; expenditure, \$631.46 ; balance due teacher, \$199.33.

5. *The Report of the Ottawa Art School for the year ending 30th of April, 1895*, shows that the school year commenced on the 1st of November, 1894, and closed on the 30th of April, 1895.

The school classes were open every week-day, morning and evening, and on certain days, afternoon classes were carried on under the supervision of a staff of three teachers, Mr. F. Brownell, R.O.A., and two assistants. The total number of students attending during the session was eighty-eight.

Classes were conducted in the primary, advanced and mechanical courses ; also the following in extra subjects, pen and ink studies, oil and water color painting from still life, and nude and draped life.

The class of art needlework which was for some years taught in this school has been abandoned.

At the annual Departmental examinations forty-seven students presented themselves, and were awarded ninety proficiency certificates, together with one silver and two bronze medals.

It is satisfactory to be able to record that the season's work has been marked by vigor and success. The quality of the work done and the interest shown by the students have evidenced steady improvement, while the outside appreciation of the school is shown by the absorption of its students into various phrases of practical work for which its training has in no slight degree prepared them.

The receipts, including \$467 Government grant and \$41.45 borrowed money, were \$1359.81 ; expenditure, \$1359.81.

6. *The Report of the St. Thomas Art School for the year ending 30th of April, 1895*, shows that the classes commenced on the 1st of October, 1894, and ended on the 30th of April, 1895. Fifty pupils attended the classes during the year. The number in each course was as follows : Thirty-four primary, twelve advanced, and eight mechanical course.

The following trades and professions were represented in the classes : Architects, builders, carpenters, cheesemakers, machinists, mechanics, millwrights, painters, plumbers, printers and students.

Three medals were awarded by Mr. MacKay, Chairman of the Art School Committee, for the best work in the primary, advanced and mechanical classes.

The receipts, including \$318 Government grant, were \$735.50 ; expenditure, \$735.50.

7. *The Report of the Toronto Art School for the year ending 30th of April, 1895*, shows that the number of students was 105, embracing representatives of many trades and professions, in which art knowledge is indispensable and remunerative.

At the annual departmental examinations their students were awarded the gold medal for advanced course, silver medal for industrial design, bronze medal for lithography; sixty eight proficiency and three full teachers' certificates in the primary course; thirty proficiency and one full teacher's certificate in the advanced course, and five proficiency certificates in the mechanical course. In addition, cash prizes were given by the Board of Directors, and other prizes of great value were generously presented by manufacturing firms to encourage the development of art and design.

When these prizes were distributed in November an exhibition of school work was made, which called full many expressions of admiration from the numerous visitors.

The directors claim that the classes of this session have been a decided success, that the reputation of the school has been sustained, and the standard of the work has been considerably advanced.

The receipts, including \$495 Government grant, were \$1,269.82; expenditure, \$1,125 00; balance on hand, \$144.82.

8. *The Report of the Ontario Society of Artists for the year ending 30th of April, 1895*, shows that they contributed towards the success of the following Exhibitions:

Arts and Crafts Exhibition, Hamilton.—On closing the spring exhibition of 1894, a large proportion of the collection was forwarded to Hamilton. The attendance was good, and great satisfaction expressed.

Toronto Industrial Exhibition.—The Art Department was as usual contributed by the Society. A good display was made by Canadian artists, and all the space was filled, including that allotted to the art schools and amateurs.

Art Union Exhibition.—During the Christmas holidays the Society held an Art Union Exhibition, which was well patronized.

Royal Canadian Academy—The exhibition was held in the gallery of the Society.

University of Toronto.—A small collection of pictures was loaned for its annual conversazione.

Owen Sound Exhibition.—A collection of about 100 pictures was loaned for an exhibition in Owen Sound.

The Ontario Society of Artists claim the principal credit for all the above-named exhibitions, as furnishing the greater share of material and facilities for holding them.

Receipts, including Government grant of \$500, were \$3,673.14; expenditure, \$1,443.76; balance on hand, \$2,230.14.

Scientific Institutions.

1. *The Report of the Astronomical and Physical Society of Toronto for the year ending 30th of April, 1895*, shows that there are three life, thirteen honorary, eighteen corresponding and ninety-eight active members. During the year papers have been read on the following subjects:

Fallacies in Mathematics and Astronomy, T. Lindsay.

Earth Currents, J. Morrison.

Lignefaction of Gases, Arthur Harvey.

The Development and Progress of Areas of Depression, R. T. Stupart.

The South Polar Regions of the Earth, Arthur Harvey.

Comets of Short Period, W. F. Denning.

The Nebular Hypothesis of La Place, J. Phillips.

Spectroscopic Binary Stars, J. E. Gore.

The Transit of Mercury of November 10th, 1894, T. Lindsay.

On a Lens for adapting a visually corrected refracting Telescope to Photographic observations with the Spectroscope, T. Lindsay.

Meteorology, A. Elvins.

Meridian Transit of Mercury, F. L. Blake.

Special Perturbations, J. Morrison.

The Progress of Astronomy in 1894, John A. Paterson.

The Spectre of the Nebulae, A. F. Miller.

Earthquake and Volcanic Phenomena, A. Elvins.

The receipts, including \$200 Government grant, was \$385 90. Expenditure, \$358.27. Balance on hand, \$27.63.

2. *The Report of the Canadian Institute, Toronto, for the year ending 30th of April, 1895*, shows that the following papers were read at the ordinary meetings of the Institute :—

Opening address by the President : Work of the Institute reviewed, Provincial Museums advocated, Prof. R. Ramsay Wright.

The Spirit of National Art, W. A. Sherwood.

Corals, J. J. Hare.

A Notice of Samuel Holland, first Surveyor-General of British North America, Rev. Henry Scadding.

A plea for a Geodetic Survey of Canada, P. H. Hyndman.

Co-operation in England, Samuel D. Mills.

Aboriginal American Inscriptions in Phonetic Characters, Rev. Prof. Campbell.

A Recent Contribution to the Ossianic Controversy, Rev. Neil MacNish.

Art in its Relation to Religion, T. Mower Martin.

The Aurora Borealis—Its Connection with Magnetic Earth Currents, G. G. Pursey.

Aerolites, Arthur Harvey.

The Æsthetic Unity of the Fine Arts, Hamilton MacCarthy,

Raids and Legal Actions in Canada arising from Slavery and the late Civil War, J. C. Hamilton.

Life in the African Jungle, Dr. R. L. Garner.

The Fur Trade from 1784 to 1812, Capt. Ernest Cruickshank.

The Eye Spotted Bud-Moth (*Tonetocera Ocellana*), D. W. Beadle.

Some Principles in Grammar, George A. Chase.

Toxins and Antitoxins, J. J. MacKenzie.

Tea, Coffee and Cocoa (illustrated by the lantern), Prof. W. H. Ellis.

Bimetallism, Prof. J. Mavor.

The Religiæ Celticæ, Rev. Neil MacNish.

The University Biological Museum, Prof. R. Ramsay Wright.

A Comparative Study of the Gastric Mucous Membrane, Dr. R. R. Bensley.

The Hinterland of Ontario, Thos. W. Gibson.

Biological Section.

There were ten meetings of the Biological Section, at which seven papers were read :

Evolution in relation to Classification, J. Noble.

Fungi, with special reference to the mushroom, A. Harvey.

Edible Fungi, C. Armstrong.

Alternation of Generations in Plants, J. Noble.

Polyembryony in the Dog-Toothed Violet, E. C. Jeffrey.

The Surinam Toad, Prof. R. Ramsay Wright.

Some Rare Bird Visitors, J. Maughan, Jr.

A considerable amount of attention has been given to the Museum, to which has been added several specimens ; it has also been enriched by the loan of seventeen cases of beautifully stuffed birds.

Historical Section.

At the Historical Section the following papers were read :—

Canada since its discovery by Sebastian Cabot, O. A. Howland.

Reminiscences of Canadian Artists, J. W. L. Forster.

Geological and Mining Section.

Five papers were read at the Geological and Mining Section, viz.:—

Geology and Mineralogy of the Rainy Lake Region, Prof. A. P. Coleman.

A resume of British Hall Mark Laws, and the necessity for such Laws in Canada, Robert Dewar.

The Hinterland of Ontario, Thomas W. Gibson.

A List of Minerals found in Ontario, George Mickle.

The Application of the Microscope to the Study of Rocks, W. E. Boustead.

The Committee on the extension of the Museum and the promotion of a National Museum presented an interim report containing a large amount of valuable statistical information from various countries, the publication of which at present will serve no-practical purpose.

The Institute received from the office of the Governor-General copies of correspondence which has passed between the Secretary of State for the Colonies and His Excellency on the proposed unification of Civil, Astronomical and Nautical day.

The invitation to the British Association for the advancement of science was presented to the General Committee at Oxford last year by the President and Professor Ellis on behalf of the Institute and Universities and Colleges, and by Alderman Shaw on behalf of the city. The deputation was cordially received.

Meetings have been held during the past session, which have been well attended by representatives of all public bodies in the city.

A petition presented to the Provincial Legislature resulted in a promise of \$7,500.

The City Council passed a by law to grant the sum of \$5,000 towards the expenses of the meeting. It was too late to have the proper authority enacted during the past Session of the Legislature ; there will be ample time to secure this during the next Session, as the meeting will not take place for a year afterwards.

A memorial will be presented very shortly to the Dominion Legislature asking for financial support.

Library Statistics.

Books and periodicals purchased.....	32
Books and periodicals circulated.....	1,935
Donations of books and pamphlets received	206
Exchanges received from 540 societies.....	2,611

The receipts, including \$1,000 Government grant and \$700 borrowed from building fund, was \$2,804.64. Expenditure, \$2,754.44. Balance on hand \$50.20 Archæological fund receipts, \$672 44 Expenditure, \$123 12 Balance on hand, \$549.32.

3. *The Report of the Hamilton Association for the promotion of Science, Literature and Art, for the year ending 30th of April, 1895*, shows that the total membership is 147, and that an increased interest has been taken in the proceedings of the Association during the past session by the members and the general public.

Ordinary Meetings.

The following papers were read during the session. —

The purpose of the Association, President S. Briggs.

Early History of the Indians North of the Great Lakes, Dr. P. E. Jones.

Europe during the past Thirty Years, Rev. J. H. Long.

A Two Thousand Mile Tour to the Land of perpetual Ice and Snow, J. B. Tyrrell

Speech of the Lower Animals, Prof. R. L. Garner.

Early History of Wentworth County, J. H. Smith.

Idyl of a Rambler, H. B. Small.

Battle of Stoney Creek, Douglas Brymner.

Biological Section.

Six regular monthly meetings have been held, at all of which instructive discussions took place relative to the work of the section.

Large and valuable additions have been made to the Herbarium during the year.

Of Canadian wild flowers found in the twelve mile limit, thirty-seven species representing sixteen genera have been added. A valuable collection of Jamaica ferns donated by Mr. Adam Brown, with catalogue of the same, has been placed in the Herbarium. Of these there are 102 species representing twenty-two genera.

The Herbarium now also contains the late Prof. Wright's beautiful and unique collection of 100 Arizona and New Mexico ferns and Pacific seaweeds.

Geological Section.

As a result of this year's work, Hamilton is credited with three new genera of fossil sponges and seven new species.

Mr. A. E. Walker presented to the section a valuable collection of fossils properly classified and named.

The following papers were read and discussed :—

Geological Notes, Col. C. C. Grant.

Opening Address, Chairman.

Notes on the Devonian Rocks, Col. C. C. Grant.

Geological Notes, Col. C. C. Grant.

The Glacial Man Controversy, Col. C. C. Grant.

Short Notes on Recent Discoveries, Col. C. C. Grant.

During the year the Chairman has forwarded thirty-four specimens to the Geological Survey at Ottawa, about 100 to the Geological Survey at Washington, sixty to the Dublin Museum and a large number to the Museum of McGill University.

Photographic Section.

In addition to the regular monthly meetings, outings have been periodically held, and have resulted in a large addition to the local views possessed by the section.

In April, 1895, a four days' exhibit of work done by members of the section was made and proved of great interest to the members of the Association and the citizens generally.

The receipts, including \$400 Government grant, were \$695.85. Expenditure, \$489.75. Balance on hand, \$206.10.

4. *The Report of the Literary and Scientific Society, of Ottawa*, shows an increase of fifty members during the session. The total number of members is now 260.

Lectures.

The Lecture course was as follows :—

Inaugural address, "Some Questions of the Day," W. D. LeSeur, President.

The Deemstry of Man, J. F. Waters.

Carlyle, Prof. William Clark.

Browning's Reading of Euripides, Prof. John Watson.

Champlain, Joseph Pops.

Charles Kingsley, Rev. F. B. Hodgins.

The relation of Agriculture to the progress of Canada, J. W. Robertson

Celestial Mechanics, J. C. Glashan.

Library Statistics.

Books purchased	136
Books presented to the Society	80
Number of books and reports in the library	3,116
Number of members who borrowed books and magazines	258

The books, etc., loaned to members were 267 history and biography ; 151 travels and adventure ; 4,556 fiction ; 15 poetry ; 226 essays ; 2 geology ; 10 chemistry ; 103 science and art ; 267 magazines.

The reading room is supplied with eleven dailies, sixteen weeklies, and twenty-four monthly and quarterly magazines. Several newspapers are presented to the Society by the publishers and private individuals.

Royal Society.

At the last meeting of the Royal Society this Society was represented by the secretary, Mr. F. K. Bennetts, who read a report upon the Society's work for the year.

This Society has been again invited to send a delegate to the Royal meeting of the Royal Society to be held in May next.

The receipts, including \$400 Government grant, were \$1,612.20; expenditure, \$1,397.79; balance on hand, \$214.41.

5. *The Report of L'Institut Canadien Francais de la Cité D'Ottawa, for the year ending 30th of April, 1895*, shows that there are over 300 members. During the year lectures and entertainments have been given on the following subjects:—

Opening lecture, *La Litterature le patriotisme et l'histoire de l'Institute*. Dr. F. X. Valade, President.

La question ouvriere, Rev. Pere Hammond, S. J.

La Comedie, Les Amateurs.

Les Orages, Alph Charon.

La Gymnastique, N. Page et Arial Co.

Les Volcans, A. Robert.

L'Independance du Canada, Messrs. Vincent et Philion.

La taxe sur les Celebataires, Messrs. Audette et Chagnette.

A literary club for lectures and discussions has been conducted for young people, and a class of over fifty pupils took lessons in German from Professor Drenge.

The library consists of about 300 volumes of English and French literature, and the reading room has forty newspapers and English and French magazines and reviews, and the museum contains about 700 specimens chiefly relating to Botany and Mineralogy.

As this is the only French Literary and Scientific Institution in Ottawa it is liberally patronized by the citizens.

Receipts, including \$400 Government grant, were \$2,253.11; expenditure, \$1,832.11; balance on hand, \$421.00.

6. *The Report of the St. Patrick's Literary Association, of Ottawa, for the year ending 30th of April, 1895*, shows that there were 133 members, and that the evening classes in drawing were attended by thirty-nine students representing the following trades and professions: Bricklayers, bookkeepers, butchers, clerks, carpenters, electricians, machinists, printers, students, tailors and others. The library is well selected and contains 422 volumes, which were well circulated. The books principally read were history, biography, general literature, and religious literature. It is gratifying to state that only six per cent. of the books circulated were fiction.

The library and reading-room, which is largely attended, is supplied with five dailies, seven weeklies, and six periodicals, is open from 6 to 10 p.m., seven days a week.

The receipts, including Government grant, \$260, were \$3,004.55; expenditure, \$901.58; balance on hand, \$2,102.97.

APPENDIX L.—UNIVERSITY OF TORONTO; COUNCIL OF THE UNIVERSITY; COUNCIL OF UNIVERSITY COLLEGE; SCHOOL OF PRACTICAL SCIENCE; REPORT OF J. A. DUFF, ESQ., B.A., LECTURER IN THE SCHOOL OF PRACTICAL SCIENCE.

1. ANNUAL REPORT OF THE UNIVERSITY OF TORONTO, 1894-95.

To His Honor the Honorable George A. Kirkpatrick, LL.D., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto.

MAY IT PLEASE YOUR HONOR:

The Chancellor, Vice-Chancellor, and members of the Senate of the University of Toronto, have the honor to present their report upon the condition and progress of the University for the year 1894-1895.

The following tabulated statement of the admission to degrees, and *ad eundem statum*, and of the members who matriculated in the different Faculties from June, 1894, to June, 1895, is submitted:—

Law:—

Matriculation	16
Degree of LL.B.	18

Medicine:

Matriculation	40
<i>Ad eundem statum</i> , from the College of Physicians and Surgeons	12
<i>Ad eundem statum</i> , from other Universities	2
Degree of M.B.	65

Arts:—

Matriculation	225
Degree of B.A.	175
Degree of M.A.	13

Agriculture:—

Degree of B.S.A.	8
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Pedagogy:—

Degree of B. Ped.	1
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Dentistry:—

Matriculation	6
<i>Ad eundem statum</i> from the Royal College of Dental Surgeons.	64
Degree of D.D.S.	34

Music:—

Matriculation	9
<i>Ad eundem statum</i>	1

Pharmacy :—

Matriculation	2
<i>Ad eundem statum</i> , from the Ontario College of Pharmacy.....	41
Degree of Phm. B.	39

Engineering :—

Degree of C.E.	2
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Applied Science :—

Degree of B.A. Sc.	11
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During the year fourteen hundred and thirty-five candidates were examined in the different Faculties, as follows :—

Faculty of Law	20
Faculty of Medicine.....	233
Faculty of Arts.....	1013
Faculty of Agriculture	11
Department of Pedagogy.....	4
Department of Dentistry	72
Department of Music	27
Department of Pharmacy.....	42
Department of Engineering	2
Department of Applied Science.....	11

Total1,435

TORONTO, November 8th, 1895.

W. MULOCK,
Vice-Chancellor.

2. ANNUAL REPORT OF THE COUNCIL OF THE UNIVERSITY OF TORONTO, 1894-1895.

To His Honor the Honorable George A. Kirkpatrick, LL.D., Lieutenant Governor of the Province of Ontario, Visitor of the University of Toronto.

MAY IT PLEASE YOUR HONOR :

The Council of the University of Toronto begs leave to present to your Honor the following report for the academic year, ending with the 30th of June, 1895 :—

In accordance with the provisions of the new University Act, the University Council is now charged with the work of instruction in Arts, Law, and Medicine ; the subjects in the Faculty of Arts, being, however, restricted to Mathematics, Physics, Mineralogy and Geology, Chemistry, Zoology, Botany, Physiology, History, Ethnology, Comparative Philology, History of Philosophy, Logic and Metaphysics, Italian and Spanish, and Political Science.

Under this arrangement the members of the teaching Faculties of Art and Law for the past session were as follows :—

Staff, 1894-1895.—Faculty of Arts.

President, JAMES LOUDON, M.A., LL.D.

Physics :—

Professor, James Loudon, M.A., LL.D.

Demonstrator, W. J. Loudon, B.A.

Lecturer, C. A. Chant, B.A.

Assistant-Demonstrator, J. C. MacLennan, B.A.

Fellow, G. F. Hull, B.A.

Mathematics :—

Professor, Alfred Baker, M.A.
 Lecturer, A. T. DeLury, B.A.
 Fellow, J. W. Odell, B.A.

Chemistry :—

Professor, W. H. Pike, M.A., Ph.D.
 Lecturer, W. L. Miller, B.A., Ph.D.
 Fellow, Miss J. Balmer, B.A.
 Lecture-Assistant, F. B. Allan, B.A.

Biology :—

Professor, R. Ramsay Wright, M.A., B.Sc.
 Lecturer, E. C. Jeffrey, B.A.
 Assistant-Demonstrator, R. R. Bensley, B.A., M.B.
 Fellow, J. McCrae, B.A.

Physiology :—

Associate Professor, A. B. Macallum, B.A., M.B., Ph.D.

Mineralogy and Geology :—

Professor, Edward J. Chapman, Ph.D., LL.D.
 Fellow, W. A. Park, B.A.

History and Ethnology :—

Professor, G. M. Wrong, B.A.

Comparative Philology :—

Professor, Maurice Hutton, M.A.

Political Economy and Constitutional History :—

Professor, James Mavor.
 Fellow, O. A. Stuart, B.A.
 Mackenzie Fellow in Political Science, S. J. McLean, B.A.
 Mackenzie Fellow in Political Science, D. C. Ross, B.A.

Philosophy :—

Professor of History of Philosophy, J. G. Hume, B.A., Ph.D.
 Lecturer and Demonstrator, A. Kirschman, Ph.D.
 Lecturer, F. Tracy, B.A., Ph.D.

Italian and Spanish :—

Associate-Professor, W. H. Fraser, B.A.
 Fellow, F. J. A. Davidson, M.A.

FACULTY OF LAW.

Political Economy and Constitutional History :—

Professor, James Mavor.

Roman Law, General Jurisprudence and History of English Law :—
 Professor, Hon. William Proudfoot.

Constitutional and International Law :—
 Professor, Hon. David Mills, LL.B.

The following tables exhibit the numbers attending the pass and honor lectures in University subjects :—

PASS.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and Geology.	Philosophy.	Logic.	Political Science.	History.
Fourth year	7					28		28	
Third year		28				36		37	42
Second year		40	30		24	181	129		94
First year	185	97		155					
Totals	192	165	30	155	24	245	129	65	136

In no case do the numbers given above include honor students. Instruction was given to one student of the first year in the School of Practical Science in Mathematics. Instruction in Physics, Biology and Chemistry was given to sixty-four students of the first year ; in Medicine in Physics and Chemistry to thirty-one students of the first year ; and to twenty-nine students in the second year in the School of Practical Science.

HONOR.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and Geology.	Philosophy.	Political Science.	History.	Italian.	Spanish.	Ethnology.
Fourth year	5	8	1	13	19	17	38		4	3	27
Third year		18	22	20	22	14	33	25	37	37	
Second year	21	2	28	27	32	23	50	55	25	25	
First year	41	37	34	32	34				62		
Totals	67	65	85	92	107	54	121	80	128	65	27

Note.—The second year lectures in Chemistry and the fourth year lectures in Biology were attended by forty-six students of the second year in Medicine. Instruction in Mathematics was given to forty-two students of the first year and to twenty-nine students of the second year in the School of Practical Science.

The following table exhibits the numbers taking practical work in the University Laboratories :—

Laboratories.	Physical.	Chemical.	Mineralogical.	Biological.	Psychological.
Fourth year.....	8	1	7	13	17
Third year	18	22	22	20	14
Second year	21	28	32	27	.....
First year.....	37	.....	.....	32	.....
Totals.....	84	51	61	92	31

Note.—Practical instruction in Chemistry and Biology was given to forty-six students of the second year and to sixty-four students of the first year in Medicine and in Physics to eighty-five students of the School of Practical Science. Two graduates in Arts were engaged in original research in the Psychological Laboratory during the session.

The members of the teaching staff in Medicine for the last session were as follows :—

FACULTY OF MEDICINE.

Professor of Surgery :—

W. T. Atkins, M.D., Tor., LL.D.

Professor of Clinical Surgery :—

I. H. Cameron, M.B., Tor.

Professor of Clinical Surgery :—

L. McFarlane, M.D., Tor.

Associate-Professor of Surgery and Clinical Surgery :—

G. A. Peters, M.B., Tor., F.R.C.S., Eng.

Professor of Anatomy :—

J. H. Richardson, M.D., Tor.

Associate-Professor and Demonstrator of Anatomy :—

A. Primrose, M.B., C.M., Edin.

Lecturer in Anatomy :—

H. Wilberforce Atkins, B.A., M.B., Tor.

Senior Assistant Demonstrator of Anatomy :—

F. N. G. Starr, M.B., Tor.

Assistant Demonstrators of Anatomy :—

F. W. Cane, M.B., Tor.
 A. R. Gordon, M.B., Tor.
 B. E. MacKenzie, B.A., M.D., McGill.
 W. B. Thistle, M.D., Tor.
 F. Winnett, M.D., Tor.
 G. Clingan, M.B., Tor.

Professor of Medicine and Clinical Medicine :—

J. E. Graham, M.D., Tor., M.R.C.P., Lond.

Associate-Professor of Medicine and Clinical Medicine :—

A. McPhedran, M.B., Tor.

Lecturer on Clinical Medicine :—

W. P. Caven, M.B., Tor.

Professor of Pathology :—

J. Caven, B.A., M.D., Tor.

Demonstrator in Pathology :—

J. A. Amyot, M.B., Tor.

Professor in Pharmacology and Therapeutics :—

J. M. MacCallum, B.A., M.D., Tor.

Demonstrator of Materia Medica and Elementary Therapeutics :—

C. F. Heebner, Phm. B., Tor.

Professor of Gynæcology :—

U. Ogden, M.D., Tor.

Professor of Obstetrics :—

A. H. Wright, B.A., M.D., Tor.

Professor of Ophthalmology and Otology :—

R. A. Reeve, B.A., M.D., Tor.

Clinical Lecturer on Ophthalmology and Otology :—

G. H. Burnham, M.D., Edin., F.R.C.S., Edin.

Clinical Lecturer on Laryngology and Rhinology :—

G. R. McDonagh, M.D., Tor,

Professor of Hygiene :—

W. Oldright, M.A., M.D.

Medical Lecturer on Medical Jurisprudence :—

B. Spencer, M.D., Tor.

Legal Lecturer on Medical Jurisprudence :—

Hon. David Mills, LL.B., Q.C.

Extra-Mural Professor of Mental Diseases :—

Daniel Clark, M.D., Tor.

Professor of Physics :—

James Loudon, M.A., LL.D.

Lecturer on Physics :—

C. A. Chant, B.A.

Professor of Chemistry :—

W. H. Pike, M.A., Oxon., Ph. D., Göttingen.

Lectures on Chemistry :—

W. L. Miller, B.A., Ph. D., Munich.

F. B. Allan, B.A.

Lecturer on Chemistry and Toxicology :—

W. H. Ellis, M.A., M.B., Tor.

Professor of Biology :—

R. Ramsay Wright, M.A., B.Sc., Edin.

Professor of Physiology :—

A. B. Macallum, B.A., M.B., Tor., Ph. D., John Hopkins,

Assistant-Demonstrator in Biology :—

R. R. Bensley, B.A., M.B., Tor.

The following table exhibits the number of students registered as in attendance upon the lectures given by the staff of the Faculty of Medicine :—

Students of the Fourth Year	63
Students of the Third Year	57
Students of the Second Year	61
Students of the First Year.....	78
Occasional Students.....	75
Total.....	334

UNIVERSITY OF TORONTO, December 10th, 1896.

J. LOUDON,
President.

3. ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE, 1894-1895.

To His Honor, the Honorable George A. Kirkpatrick, L L D., Lieutenant-Governor of the Province of Ontario, Visitor of University College.

May it please your Honor :

The President and Council of University College beg leave to present to your Honor the following report for the academic year, ending June 30th, 1895.

By a provision of the University Act, which took effect by a proclamation of the Lieutenant-Governor in Council, on November 12th, 1890, the work of instruction assigned under the confederation scheme to University College is now restricted to the departments of Greek, Latin, English, French, German, Oriental Languages, Moral Philosophy and Ancient History. Under this arrangement, the staff for the past session was composed of the following :—

Staff, 1894-1895.

President, *James Loudon, M.A., LL.D.*

Greek—

Professor, Maurice Hutton, M.A.
Lecturer, A. Carruthers, M.A.

Latin—

Associate-Professor, William Dale, M.A.
Lecturer, W. S. Milner, M.A.
Fellow, F. B. R. Hellems, B.A.
Temporary Lecturer, Rev. Professor H. J. Cody, M.A.

English—

Professor, W. J. Alexander, B.A., Ph.D.
Lecturer, D. R. Keys, M.A.

French—

Associate-Professor, John Squair, B.A.
Lecturer, John Home Cameron, B.A.
Fellow, W. E. Lingelbach, B.A.

German—

Associate-Professor, W. H. VanderSmitten, M.A.
Lecturer, G. H. Needler, B.A., Ph.D.
Fellow, E. F. Langley, B.A.

Oriental Languages—

Professor, J. F. McCurdy, Ph.D.
Lecturer, D. W. McGee, B.A., Ph.D.

Ethics—

Professor, J. G. Hume, B.A., Ph.D.

In the new Act it is further provided that students attending lectures in the above or other arts subjects of University study shall, if not enrolled elsewhere, be enrolled in University College.

The numbers registered in accordance with this regulation, together with others taking full or partial courses in University College, were as follows:—

	4th Year.	3rd Year.	2nd Year.	1st Year.	Total.
Matriculated students	138	127	147	137	549
Occasional students	19	19	31	77	146
Totals	157	146	178	214	695

The following tables exhibit the numbers attending the pass and honor lectures in University College subjects:—

PASS.

	Greek.	Latin.	English.	French.	German.	Oriental.	Ethics.	Ancient History.
Fourth Year	5	20	33	9	8			
Third Year	6	26	43	28	24	1	29	
Second Year	19	82	62	100	107	8		
First Year	33	151	123	99	107	52		111
Totals	63	279	261	236	246	61	29	111

Note.—In no case do the numbers given above include honor students.

HONOR.

	Greek.	Latin.	English.	French.	German.	Oriental.	Ethics.
Fourth Year	16	16	34	24	29	2	17
Third Year	13	16	42	41	37		14
Second Year	21	21	43	33	30	2	
First Year	27	28	74	61	58		
Totals	77	81	193	159	154	4	31

4. ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, 1895.

To the Hon. G. W. Ross, LL.D., M.P.P., Minister of Education.

SIR,—I have the honor to submit the annual report of the School of Practical Science for the year 1895.

The calendar year not being conterminous with the academic year, this report will cover the second term of the session 1894-5 and the first term of the session 1895-6, except where otherwise stated.

In the second term of 1894-5, instruction was given in the building to students of the School of Science, students in Arts, and students in Medicine.

Owing to the completion of the new chemical laboratory the instruction given in this building during the first term of 1895-6 has been confined, with a small number of exceptions, to the regular and special students of the school.

The numbers in attendance were as follows :

<i>School of Science Students.</i>		2nd term, 1894-5.	1st term, 1895-6.
Taking full courses,			
I year		40	40
II "		29	21
III "		24	14
IV "		11	11
Taking partial courses		11	11
<i>University Students.</i>			
Arts		109	9
Medicine		139	..

The students of the School of Science taking full courses during the second term of 1894-5 were required to take University lectures in Mathematics, Physics and Chemistry. During the first term of 1895-6 the only University lectures obligatory were Mathematics and Physics, except in the case of students in the Department of Analytical and Applied Chemistry, who are obliged to take certain University lectures in Chemistry.

The attendance at these lectures was as follows :

	2nd term, 1894-5.	1st term, 1895-6.
Mathematics	72	61
Physics	82	59
Chemistry	41	1

The fees for the regular and special students of the School of Practical Science during the academic year 1894-5 were \$5,582, being an increase of \$305 on the fees of the previous year.

Of the above amount, \$1,250 were paid to the Bursar of the University of Toronto under the authority of an Order-in-Council dated June 4, 1895, and the remainder, \$4,332, to the Hon. the Provincial Treasurer.

The number of regular students who presented themselves at the annual examinations of the academic year 1894-5 was eighty-three, of these fifty-nine passed. The number of graduates was nineteen. The total number of graduates up to date is one hundred and sixty-nine.

The total number of graduates who have proceeded to the degree of C.E. in the University of Toronto is ten.

The number of graduates who proceeded to the degree of B.A.Sc. at the University examinations of 1895 was eleven. The total number of graduates who have received the degree of B.A.Sc. is thirty-four.

The regular courses in the school are :

- (1) Civil Engineering (including Sanitary Engineering).
- (2) Mining Engineering.
- (3) Mechanical and Electrical Engineering.
- (4) Architecture.
- (5) Analytical and Applied Chemistry.

The following statement shows the courses of lectures and practical instruction, the instructors, and the numbers of students taking the various courses.

Subjects Taught by the Faculty of the School of Science.

Subjects.	Instructors.	Numbers of students.	
		2nd term, 1894-5.	1st term, 1895-6.
Organic and Inorganic Chemistry, Applied Chemistry.	W. H. Ellis, M.A., M.B., Professor. W. Lawson, B.A.Sc., Fellow.	98	86
Mineralogy and Geology, Petrography, Metallurgy and Assaying, Mining and Ore-dressing, German.	A. P. Coleman, M.A., Ph.D., Professor. G. R. Mickle, B.A., Lecturer. W. E. Boustead, B.A.Sc., Acting Demonstrator.	60	48
Statics, Dynamics, Strength of Materials, Theory of Construction, Compound Stress, Hydraulics, Thermodynamics and Theory of the Steam Engine, French.	J. Galbraith, M.A., Professor. J. A. Duff, B.A., Lecturer. W. Minty, B.A.Sc., Fellow.	104	89
Drawing, Architecture, Plumbing, Heating and Ventilation, Mortars and Cements, Brick and Stone Masonry.	C. H. C. Wright, B.A.Sc., Lecturer. Jos. Keele, B.A.Sc., Fellow.	101	83
Surveying, Geodesy and Astronomy, Spherical Trigonometry, Least Squares, Descriptive Geometry.	L. B. Stewart, D.T.S., Lecturer. A. T. Laing, B.A.Sc., Fellow.	97	81
Electricity, Magnetism, Machine Design, Mechanics of Machinery, Rigid Dynamics.	T. R. Rosebrugh, M.A., Lecturer. A. E. Blackwood, Fellow.	75	57

Subjects Taught by the University Professoriate.

Algebra, Euclid, Plane Trigonometry, Analytical Geometry, Calculus, Astronomy.	Alfred Baker, M.A., Professor. A. T. DeLury, B.A., Lecturer. W. J. Rusk, B.A., Fellow.	71	60
Sound, Light, Heat, Electricity and Magnetism, Hydrostatics.	Jas. Loudon, M.A., LL.D., Professor. C. A. Chant, B.A., Lecturer. W. J. Loudon, B.A., Demonstrator. J. C. McLennan, B.A., Assistant Demonstrator.	71	55
Inorganic and Physical Chemistry.	W. H. Pike, M.A., Ph.D., Professor. W. L. Miller, B.A., Ph.D., Demonstrator.	41	1

The subject of Elementary Chemistry was formerly taught by the University Professor, but it is now taught by the Professor of Applied Chemistry of the school, beginning at the present session.

General Remarks.

The removal of the chemical laboratory of the University from this building afforded an opportunity of rearranging the rooms for the purposes of the chemical and mineralogical departments of the School of Practical Science. The room at the east end of the old building formerly used by Professor Pike as a students' laboratory has been converted into a blowpipe and assay laboratory. The space below this room in the basement is now used as a galvanometer room and is fitted up with galvanometers, electrometers, and other delicate instruments requiring very steady supports.

Several small rooms in the basement, south of the fire assay room, have been converted into a single room, in which a three-stamp mill, a Frue-vanner, crusher, etc., have been set up for the purpose of treating gold ores.

In all departments such additions have been made both to the instrumental equipment and the library as experience has proved necessary and useful.

The following are some of the principal requirements yet to be satisfied :

1. Three small testing machines for tension compression and torsion.
2. A ten-foot standard of length ; a semi-portable transit instrument.
3. A roasting furnace and a crucible furnace.

Leaching vats.

The ceiling over the milling room requires to be packed with mineral wool to deaden the sound.

4. A first-class fire-proof switch board, several dynamos and converters.
5. In all departments additions will be required to the books and periodicals, photographs, models, collections, cabinets and shelving.

J. GALBRAITH,
Principal.

TORONTO, December, 1895.

5. REPORT OF A VISIT TO SCIENTIFIC INSTITUTIONS IN THE UNITED STATES, BY J. A. DUFF, ESQ., B.A., LECTURER IN THE SCHOOL OF PRACTICAL SCIENCE.

To the Honorable G. W. Ross, LL.D., M.P.P., Minister of Education :

SIR,—I have the honor to report that during the months of May and June I visited Cornell University, Ithaca, N.Y. ; Columbia College, New York City ; Stevens Institute, Hoboken, N.J. ; Lehigh University, Bethlehem, Pa. ; Lafayette College, Easton, Pa. ; Massachusetts Institute of Technology, Boston ; Lawrence Scientific School, Harvard University ; The Polytechnic Institute, Worcester, Mass. ; and the Government Testing Laboratory, Watertown, Mass.

My special object was to acquaint myself with the character of the equipment of the above mentioned institutions for testing the strength and properties of materials, the methods of carrying on the tests, of recording results and preserving the tested specimens, and to enquire into the systems of teaching the theory of construction and testing of materials.

It was near the close of the session and the colleges were not in full working order, but I was able to meet with the professors and instructors in the laboratories and derived much benefit from their descriptions of the various instruments and methods of work.

In every case I was received with the greatest courtesy and every facility for acquiring information was afforded me.

The Engineering Laboratories in the School of Practical Science are sub-divided as follows: (a) Laboratory for Testing the Strength and Elasticity of Materials. (b) Cement Testing Laboratory. (c) Thermodynamic Laboratory. (d) Hydraulic Laboratory. (e) Electrical Laboratory. (f) Astronomical and Geodetic Laboratory.

In order to avoid any misapprehension I expressly state that in describing the equipment of the different institutions, I have reference only to their facilities for carrying on the experimental work in the first two sub-divisions, viz., Testing the Strength and Elasticity of Materials and Cement Testing.

Cornell University.

The Cement Testing Laboratory is in the College of Civil Engineering and is provided with automatic machines for the establishment of standard tests. The standard conditions that are aimed to be obtained in all tests, are nearly independent of human agencies and from the sifting of the cement, through the operations of moulding, mixing, condensing and testing, and even portions of the computations are done by machinery.

The time of setting of cement is obtained by an ingenious machine which describes an autographic diagram of the rate of setting.

The testing of materials is carried on both in the College of Civil Engineering and in the Sibley College of Mechanical Engineering. The Laboratory of the College of Civil Engineering is equipped with tension and compression machines, a Thurston Torsion machine, and there has recently been added a Riehle machine of 400,000 pounds capacity, designed for experiments in tension, compression, shearing and cross-breaking. This machine is fitted with attachments for automatically running out the poise and for describing an autographic diagram to record the amount of stress applied to the specimen at each instant, and the corresponding strain of deformation.

In the Museum of the College of Civil Engineering is a large collection of models of the standard joints and fastenings used in bridge work and a complete truss bridge one quarter full size.

The Testing Laboratory of Sibley College contains twenty machines of various standard types, for testing the strength of metals, including machines of 50 tons, 100 tons and 150 tons capacity. Impact machines, and Olson Torsion machine, similar to the one in the School of Practical Science, and one small and one 200,000 pound Emery testing machine. The 150 ton machine was manufactured by Olson and is fitted with automatic and autographic attachments.

Columbia College.

A valuable collection of new and old material which has failed under stress is continually receiving additions.

The Cement Laboratory is furnished with a Riehle testing machine, fitted with improved briquette holders, and a full complement of the moulds, settling tanks, sieves, etc., necessary for conducting tests in cement.

The Testing Laboratory is equipped with three standard machines for determining tensile, compressive and transverse strength of material, a Fairbank, Riehle and Emery of 50,000, 100,000 and 150,000 pounds capacity respectively; and Keep's apparatus for cast iron under load and shock is available. When the College is removed to its new buildings, there will be better accommodation in the Laboratories and large additions to the equipment are contemplated.

Stevens Institute.

Machinery for testing the strength of materials is arranged as occasion requires. Among the machines used exclusively for testing may be mentioned one designed for testing wire by torsion.

Lehigh University.

The Bethlehem Iron Co. have donated to Lehigh University their World's Fair collection of specimens showing the influence of the chemical composition of steel on its strength and ductility.

The Laboratory contains a Riehle testing machine and students have access to the well equipped Laboratory of the Bethlehem Iron Co.

This latter contains an Emery machine and two screw power machines. The Engineer of Tests explained to me the manner in which the quality of steel of each heat is ascertained and the material traced from the blast furnace till it leaves the rolls a finished product.

I was conducted through the works which contain blast furnaces, open hearth and Bessemer furnaces, re-heating and Harveyizing furnaces, rail and plate mills, machinery for boring and rifling cannon, finishing armor plates, etc., etc.

Lafayette College.

The Cement Laboratory contains a 2,000 pound machine in which the stress is applied automatically by the gradual filling with water of a vessel suspended from a lever of the machine ; a machine for making briquettes ; a jig ; and tanks, moulds, sieves, etc.

The Testing Laboratory contains an Olsen, automatic, autographic machine of 100,000 pounds capacity ; a 4,000 pound wire tester and a smaller machine for testing cord, etc. ; a transverse testing machine, a torsion machine and a rattler for abrasion tests. In addition to the above equipment there had been ordered from Riehle Bros. a 500,000 pound machine for tension, compression and transverse tests, and which is to be provided with automatic and autographic attachments. I saw the different parts of this machine in various stages of completion in the shops of Riehle Bros., Philadelphia.

Worcester Polytechnic Institute.

The Cement Laboratory is furnished with a cement testing machine and all necessary facilities for investigating cements.

The Testing Laboratory contains an Emery testing machine of 100,000 pounds capacity and other smaller machines and accompanying apparatus.

Lawrence Scientific School.

A separate building has recently been erected for an Engineering Laboratory and the equipment is nearly all new. The official tests of the Department of Roads for the State of Massachusetts are conducted in this laboratory.

The equipment for testing the strength of materials consists of special machines for making abrasion tests and determining the cementing value of stones. A cement testing machine with all the usual accessories.

An Olsen machine, 200,000 capacity, with extension tables for bending tests ; a Riehle machine of 60,000 pounds capacity, and Keep's bending and impact machine for cast iron.

Massachusetts Institute of Technology.

The cement laboratory is furnished with all the usual appliances for testing cements.

For testing the strength and elasticity of materials there is a testing machine of 50,000 pounds capacity for determining tensile strength, elasticity and compressive strength ; a machine, 100,000 pounds capacity, for testing beams up to twenty-five feet in length, framing joints used in practice, and other structures subjected to transverse loads ; a machine of 18,000 pounds capacity, for beams up to fourteen feet in length ; a torsion machine taking shafts up to three inches in diameter and twenty-one inches in length ; machinery for measuring the twist in shafting ; special machines for testing the effect of repeated stresses upon the elasticity and strength of iron and steel ; for testing ropes, wire, cloth, pipes and pipe fittings, and a horizontal Emery machine of 300,000 pounds capacity, suitable for testing a compression specimen twelve feet long.

Government Testing Laboratory.

Most of the tests are made on the 900,000 pound Emery testing machine. At the time of my visit this machine was being used to determine the compressive strength of copper specimens not more than one-quarter of an inch in diameter. Experiments to determine the effect of repeated stresses on steel were in progress on a testing machine, specially designed for the purpose.

School of Practical Science, Toronto.

For the purpose of comparison I append the equipment of the School of Practical Science.

The cement laboratory is equipped with a Riehlé cement testing machine and all the necessary appliances for conducting tests on cement.

The laboratory for testing the strength and elasticity of materials contains an Emery testing machine of 100,000 pounds capacity, adapted for tests in compression, tension and shearing. A Riehlé machine of 200,000 pounds capacity, for making tests in tension, compression, shearing and cross-breaking. It will take in posts twelve feet long and beams up to eighteen feet in length.

An Olson torsion machine, for testing the strength and elasticity of shafting, which will twist shafts up to sixteen inches in length and two feet in diameter. There is also a very complete collection of callipers and extensometers for use in measurements where great precision is required.

The following machines would form a very desirable addition to our equipment :
 • Two screw power machines of 20,000 pounds and 5,000 pounds capacity, respectively, and a small torsion machine of twisting wire, etc.

After a careful examination into the working of automatic and autographic attachments I would not recommend that any be procured.

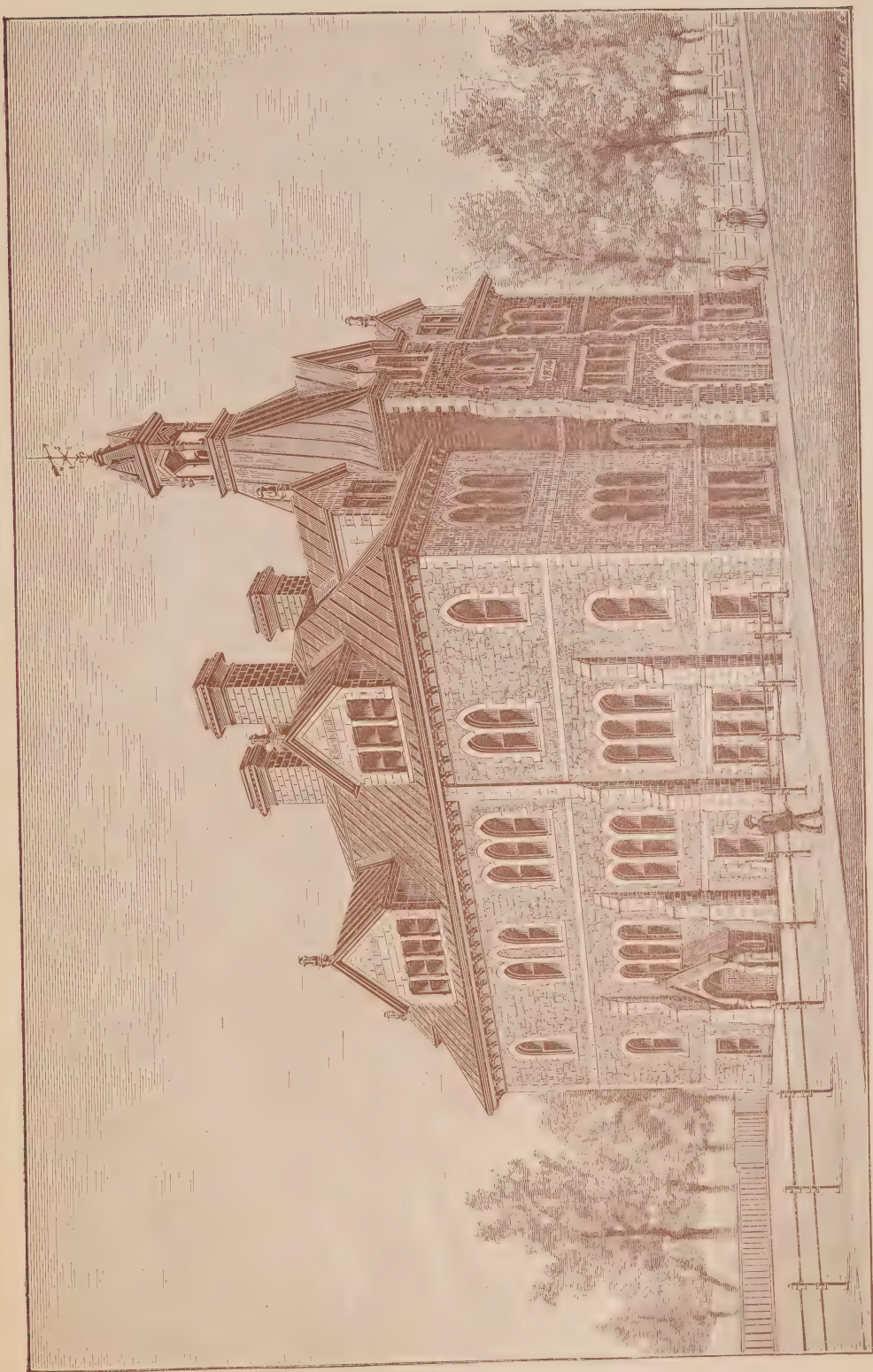
With reference to the methods of keeping records and preserving the tested specimens, I would recommend that a photograph be taken showing the manner of failure of every specimen tested, and that those specimens, which would be valuable for instructional purposes, be placed in cabinets in the laboratory or halls. The most desirable specimens are those which best exemplify the theory and those whose failure exhibits a striking exception to the general rule.

By replacing them from time to time as more characteristic specimens are obtained, a collection might soon be made which would embrace almost every type of failure, and yet would not be unwieldy.

We have already some valuable examples of failure under stress but have no proper place to keep them, accordingly I would recommend that cabinets be procured in which to place these tested specimens, carefully labelled, so that they may be studied with advantage by the students and by visitors to the School of Practical Science.

TORONTO, December, 1895.

JOHN A. DUFF.



COLLEGIATE INSTITUTE, OTTAWA.

APPENDIX M.—*INDUSTRIAL SCHOOLS, 1895.*

To the Hon. George W. Ross, LL.D., Minister of Education, Toronto :

SIR,—I have the honor to present the following report in regard to the Industrial Schools, conducted by the Toronto Industrial School Association :

1. *The Alexandria Industrial School for Girls.*

The registered number for the year is 27.

The number of girls in the school at present is 23.

Three girls entered the Institution during the year, and four were discharged, three of whom went home to their parents, and the other girl was provided with a home at Newcastle and is still under the supervision of the Board of Management.

Total number of days attended, 8,844.

The following additional facts are worthy of note :

In January a branch of the Junior Christian Endeavor Society was established, and the girls have earned \$45.00 by the sale of useful and fancy articles made by them in their spare moments. The money has been devoted to missionary purposes ; it was given to the Rev. Mr. Bingham, who gave an address on mission work in Lagos, Africa, where he is stationed.

The Presbyterian Sunday School of the village of East Toronto presented about a hundred books to the school library, and Berkeley Street Methodist Sunday School contributed a number of copies of the *British Workman* and *Workwoman* for use in the school room as supplementary reading.

2. *The Victoria Industrial School for Boys.*

The total number of days attended was 67,999.

Sixty-two boys left the Institution during the year, and forty-four new boys were admitted.

There are now 177 boys in attendance.

The work of the Institution has developed fairly well during the year.

The Howland Memorial Hall is nearly completed, and increased facilities have been provided for the Horticultural Department, the school proper and the Industrial Departments, which are doing good work.

JAMES L. HUGHES,
P. S. Inspector.

APPENDIX N.—NORMAL AND MODEL SCHOOLS, 1895.

1.—TORONTO NORMAL AND MODEL SCHOOLS.

To The Honorable G. W. Ross, LL.D., M.P.P., Minister of Education:

SIR,—I beg to present the following brief report of the Toronto Normal and Model Schools.

1. THE NORMAL SCHOOL.

Attendance.

There is seating capacity in the Normal School for 120 students.

There were in attendance

In 1894.....1st Session.....	25	Males.....	87	Females.	
“.....2nd “.....	26	“.....	93	“.....	
In 1895.....1st “.....	30	“.....	88	“.....	
“.....2nd “.....	35	“.....	88	“.....	

In 1895 there were students from thirty-five counties.

Average Age of Students.

In 1895....1st Session....	Males 22.80 yrs....	Females 21.93 yrs.	
“.....2nd “.....	“ 23.72 “.....	“ 22.47 “.....	

Average Time Taught Before Entering the Normal School.

In 1895....1st Session....	Males 3.23 yrs....	Females 2.74 yrs.	
“.....2nd “.....	“ 3.10 “.....	“ 2.92 “.....	

Number Who Applied for Admission.

In 1894.....1st Session.....	141	Students.	
“.....2nd “.....	182	“.....	
In 1895.....1st “.....	199	“.....	
“.....2nd “.....	203	“.....	

Certificates Granted.

In 1894.....1st Session.....	110.	
“.....2nd “.....	102.	
In 1895.....1st “.....	115.	
“.....2nd “.....	Not completed.	

Aim of the Normal School.

The Normal Schools of Ontario are now strictly Professional Institutions. The non-professional work is now done in the Collegiate Institutes and High Schools.

Their aim is to prepare students for the work of organizing, governing and teaching the Public Schools. To accomplish this end the students must possess a thorough knowledge of the subjects to be taught, and of the best methods of teaching them. They must know the laws of mental development, and the mental processes in every branch of school work, they must also be familiar with the history of education and have a practical knowledge of the best methods of organizing both graded and ungraded schools.

Professional Work.

Observation.—No description of methods can equal the direct, practical lessons which students derive from their intercourse with pupils in the actual work of the school-room. Knowledge and mental power is indispensable, but, after all, the art of teaching cannot be learned without the study of good models and by actual teaching. Great attention is, therefore, paid to this part of professional work.

As soon as possible after the students enter the Normal School they attend a course of lectures on pedagogics in which the leading principles of education are briefly set forth. They are then divided into classes corresponding in number to the divisions of the Model School, including the Kindergarten. These classes spend part of each day in the Model School observing the teaching by the teachers of the several divisions, and arrangements are so made that the students see lessons taught in every subject of the Public School course before they are required to teach classes in the Model School.

Aim of Observation Lessons.—The Observation Lessons are not intended to be used as models for imitation, but as lessons for examination and critical study. The students write plans of the lessons, which they submit to the Normal School Masters, who have also heard many of the lessons taught, and besides have received an analysis of the lesson from the teacher who taught it. These plans are discussed and criticised before the whole class and afterwards returned to the writers with suitable annotations.

After the students have observed the teaching in all the classes in the Model School and the general work in the Kindergarten, they are prepared to begin to teach under the directions of the teachers in charge of the different divisions. But observation does not cease. During the whole session every time the students teach in the Model School they observe a lesson taught by the teacher in charge of the division. And in addition to this, once during the session each teacher in the Model School brings his or her class into the Normal School and gives a model lesson before the whole students. While great stress is laid on the observation of the methods of competent teachers, every care is taken to prevent mere imitation, for it is surprising how bad a teacher's work may be when imitating a good method.

Practice.—For practical teaching the students are divided into classes of six in each class. While half the class teaches, the other half writes criticisms of the lessons taught by their fellow-students. The lessons are assigned the day before they are required to be taught. After carefully studying the subject the student prepares a "Plan of the Lesson," in which he shows *what* he is going to teach and *how* he intends to teach it. This plan is handed to the teacher in charge before the student begins to teach. The very good plans and the very bad ones are sent to the Principal who points out their merits and defects to the class. Twice a week the more important points in these reports are summarized by the Principal or Vice-Principal and discussed before all the students, and then entered in books kept for the purpose. These reports form an important item in the final classification of the students.

Criticism.—The criticisms of the lessons taught by the students form a very important part of their training. They are mainly conducted by the teacher in charge, who meets with the students after the pupils have been dismissed in the afternoon. The students read their criticisms and the method and manner of the student teachers are freely and fully discussed by all present, their merits and demerits pointed out and improvements suggested. The intelligence and aptness of the criticisms are taken into account in fixing the rank of those who make them. In these discussions many principles are set forth and illustrated, and thus fixed in the minds of those present; practical suggestions are made in connection with the lessons taught; objections are answered and everything proposed is tried by the most natural and proper tests. Hence it will be seen that these criticisms are not mainly of a fault-finding nature. The following plan is usually followed:

(1) The matter selected; (2) the method adopted; (3) the managing power shown; (4) the ability to question; (5) the language employed; (6) the general results of the teaching.

The Course of Study.

The course of study in the Normal Schools embraces lectures, recitations and examinations on the following subjects :

Psychology.—Three lectures a week are devoted to this subject. The teacher who is familiar with mental science will know that the aim of education is not knowledge alone, but rather the development of intelligence through knowledge. He will, therefore, avoid mechanical teaching in all its forms, and adopt only methods which aim equally at the acquisition of knowledge, the training of mind, and the formation of character.

History of Education.—Two lectures a week are given on this subject. Experience in education, like all other experience, may be communicated. Hence, the experience of the great teachers of the world should be carefully studied in order that their errors may be avoided and their wisdom made our own.

School Organization and Management.

To this subject two lectures a week are given. The aim of the lectures is :

- (1) To make clear the object of school organization and school management.
- (2) To make students familiar with the various systems of organizations adopted in different counties.
- (3) To place high ideals before them.

Methods of Teaching.

To this subject five hours a week are allotted. It is very properly considered of the first importance, since, probably, more failures arise from not knowing how to use knowledge aright in teaching than from the lack of knowledge itself. The methods impressed upon the students are as far as possible removed from mere devices. The methods are based upon the permanent and universal laws of childhood and on the permanent nature of the studies taught. In discussing this subject the principles upon which every good method rests are set forth, and then the methods recommended follow as corollaries.

Review of Public School Studies.

The shortness of the session permits but little of this work to be done. All that time permits is done in connection with the methods of teaching the different subjects. But this is far from enough. For after all, the first condition of successful teaching is a thorough knowledge of the subject to be taught. No method of teaching, however good, can enable a teacher to teach what he does not know. Hence, a full, clear, logical knowledge of public school studies from a teacher's standpoint is indispensable. A longer session would enable us to do more of this work and do it better.

Non-professional Subjects.

Besides the purely professional work, the following subjects are taught, but taught in such a way as to indicate the best methods of teaching them in the Public Schools.

Hygiene.—Two lectures a week are given to this subject, which embraces the work taken up in the Public School physiology and temperance. Stress is laid on how to prevent disease and to take care of the health.

Physics.—In this subject the elementary principles of statics, dynamics, heat, light and electricity are discussed so far as to explain the phenomena more constantly occurring around us.

Agriculture.—The subjects discussed in the lectures on this subject are the plant, the soil, tillage operations, seeds and sowing, rotation of crops, diseases of crops, insects injurious to vegetation, dairy products, forestry, beautifying country homes.

Botany.—The following subjects are discussed: The general structure of flowering plants, their classification and characters, including the properties of the more commonly occurring orders. The lectures are illustrated by models, diagrams, and by fresh specimens.

Writing.—The instruction in this subject consists in a description and discussion of the various historical methods of teaching writing, with reasons for selecting the system adopted in the Normal and Model Schools. As many of the students write badly it is found to be necessary to devote a certain portion of the time to teaching the subject, but this is done so as to indicate how a legible, rapid style of writing may be acquired and maintained throughout the whole Public School course.

Drawing.—With few exceptions the students know nothing of this subject on entering the Normal School. The subject has, therefore, to be taught from the beginning. Special attention is given to object drawing. The best methods of teaching the subject to a class is explained by lectures and by example.

Music.—The lessons in music are designed to give the students a thorough grasp of the subject. The principles involved are made familiar through the songs, and further illustrated by classes of children from the Model School.

Drill and Calisthenics.—A teacher without health and bodily vigor cannot teach well. Hence, much attention is given to physical training. The students are taught the more important military movements, marching, dumb-bell, wand and other exercises.

The Kindergarten.—Amongst the more important educational reforms of the nineteenth century is the Kindergarten. In most countries the application of the principles discovered by Fröbel is left to private generosity. In Ontario it is incorporated as part of the educational system.

The Normal Kindergarten consists of a Model Kindergarten and a training department to prepare students for the position of directors of the Kindergartens throughout the Province. The Director gives a weekly lecture to the Normal School students on Kindergarten principles, and besides spends an hour each week in teaching them the Kindergarten songs.

The Library.—Not the least valuable aid in the training of the teachers is the excellent educational library in connection with the Department. It is much used and greatly appreciated. In order to have a deep and broad knowledge of any branch of knowledge, as well as to secure a lasting interest in the subject, many authorities must be consulted. By the use of the library the students not only learn how to study, but also to use books to the best advantage.

II. THE MODEL SCHOOL.

Design of the Model School.

The design of the Model School is to enable the teachers-in-training to see, in actual operation, a well-equipped, well-organized, well-taught school, and to afford them an opportunity for practical teaching under the direction of experienced teachers competent to see their faults, and faithful in pointing them out.

Course of Study.

The course of study in the Model is that prescribed for the first four classes in the Public School of this Province, with a certain amount of work added to suit the requirements of the Normal School and the class of pupils who attend. On an average the course can be completed in seven years. A large number of those who attend purpose continuing their studies in a Collegiate Institute or College. Hence, it is undesirable

that the course should be unduly prolonged. It has been found that most of the pupils from the Model School who did well on the entrance examination, were, at the time of writing, under fourteen years of age. The pupils receive special lessons in writing, drawing, music, and physical exercise from the masters who have charge of these subjects in the Normal School.

A Practice School is not incompatible with a High Standard of Attainment by the Pupils.

The opinion is sometimes expressed that a practice school cannot be kept up to the standard of our best public school. The record of the Model School at the entrance examination disproves this. Of course the interruptions caused by the practice of the students is a disadvantage, but this is more than counterbalanced by the care and attention given to the preparation of lessons by the regular teachers of the division, and by the thorough preparation on the part of the students, who generally spend the greater part of the evening before teaching in the preparation of the lesson. Besides, the comparison of methods and the discussion of educational questions among the staff tend towards a higher standard than is generally found in Public Schools.

Record of Model School Pupils at Entrance Examination.

1. Boys :—

In 1890, 18 wrote, 16 passed.

" 1891, 20 " 18 "

" 1892, 21 " 21 " obtaining 2 scholarships.

" 1893, 31 " 31 " " 6 "

" 1894, 29 " 27 " " 9 " including the 1st and 2nd scholarships.

" 1895, 34 " 33 " " 12 " including the 1st, 3rd, 7th and 8th.

During these six years 153 candidates wrote at the entrance examination, and 146 were successful.

Girls.—Formerly, only a small percentage of the girls attending the Model School continued their studies at the Collegiate Institutes. Within recent years an increasing number have entered these institutions, and many of those who propose attending Ladies' Schools or Colleges take the Entrance Examination, since the certificate obtained gives them a recognized standing.

In 1894 fifteen wrote, fifteen passed, obtaining two scholarships.

In 1895 twenty-five wrote, twenty-five passed, obtaining two scholarships.

Promotions.—Promotions from one form to another are made once a year; these are based on the teacher's estimate, which is arrived at by oral and written tests applied during the year, combined with the results of a final written examination, which is conducted by independent examiners.

Government.—The government of these schools is kindly and paternal. Corporal punishment is unknown. Rules and Regulations are never allowed to take the place of judgment and discretion. The result is peace, harmony, and progress.

In conclusion I have much pleasure in bearing testimony to the kindly co-operation of the teachers associated with me, and to the efficient manner in which they have always discharged their responsible and arduous duties.

THOMAS KIRKLAND,

Principal, Normal and Model Schools, Toronto.

TORONTO, 10th January, 1896.

2.—OTTAWA NORMAL AND MODEL SCHOOLS.

To The Honorable G. W. Ross, LL. D., M.P.P., Minister of Education,

Sir,—During the past year—1895—the usual two sessions of the Normal School were held, the first opening on the 15th of January and closing on the 13th of June; the second opening on the 20th of August and closing on the 19th of December.

One hundred and ninety-nine students attended the school during the year. Eighty-nine students—thirty-nine males and fifty females—attended during the first session; one hundred and ten students—fifty-two males and fifty-eight females—attended during the second session. The average age of the male students who attended during the year was twenty-three years, the average time of teaching experience, three years. The average age of the female students was twenty-one years; the average time of teaching experience, two and one-half years. Out of the one hundred and ninety-nine students, fifteen males and nine females held a grade of certificate above the Junior Leaving Standard.

The curriculum of study prescribed by the Education Department was closely followed. The “Professional” lecturers took up the subjects of psychology, history of education, school organization and management and methods generally.

In the case of “methods” it was found necessary to carefully review, from the standpoint of the scholar, the subjects of study, while dealing with them from the standpoint of methods of teaching them. Although all the students who were admitted held at least a Junior Leaving Certificate of Scholarship, this review was found to be absolutely necessary; so that, even in what is intended as purely professional training the non-professional aspect of the subjects must not be neglected.

Together with the professional subjects, the subjects of temperance and hygiene, agriculture, reading, writing, drawing, music, drill and calisthenics were taken up during each term. The Kindergarten Superintendent gave instruction twice a week—a lecture on Kindergarten principles and a drill on Kindergarten songs with accompanying physical exercise. Kindergarten work was treated before the students, as it should be treated, in its relation to and as a preparation for the ordinary class work in the Public School. In the psychology lectures and Kindergarten lectures “Child Study” was carefully followed. In deciding on the standing of the students at the close of each session all these subjects are taken into consideration.

Accompanying the professional lectures, during the early weeks of each session were “Model lessons” by members of the staff of the Model School. These lessons were given in presence of the students at certain necessary stages in the lectures. For example, when the principles underlying phonic reading were fully developed in class, the Model School teacher who has charge of the First Book class presented a model lesson exemplifying these principles, and so on, with the other subjects. At the close of the lesson the students were required, under the supervision of the Normal School Masters of Method, to set forth the plan followed by the Model teacher, to give the successive steps of the lesson, the object aimed at by each step, the relation of each step to the other steps and to the special end in view by the lesson as a whole. Every model lesson was thoroughly discussed in this way. By this means the students were enabled to observe model lessons in every subject of the Public School programme before being called on to teach. This was followed by “Model School Practice,” subject to careful supervision and criticism from the Model School staff and the Normal School masters. It is found that by the plan of “observation” shown above, the students enter on the work of practical teaching in the Model School with carefully prepared plans, and with additional power derived from these observations.

With such a programme as this, it has long been felt that the time placed at the disposal of the staff and students is altogether too short for efficient work. This was found to be especially the case during last session, where, in fifteen weeks the students were obliged to hurry over a course which for careful and effective development needs at least twice that time. The students themselves feel this, and the masters can present only the roughest outline or skeleton of a course, professionally well selected and laid out, and most valuable in itself as a training for the teacher, but losing its good effect in the hurried and imperfect manner in which it must be taken up. A session beginning in the early part of September and closing in the end of May would give the necessary time for efficient discussion of the important subjects of the curriculum. From September to December inclusive may be devoted to the discussion of principles and to "observation." The students, then, with immense advantage to themselves and to the classes put under their charge, can devote the remaining part of the session to well-considered and well-directed practice in teaching.

At intervals during the session two examinations were held on all the subjects of the curriculum—non-professional and professional. The answer papers were carefully read by the respective masters who made marginal criticisms on these papers, as well as general criticisms in class. The papers being returned to the students afford them an opportunity of seeing the weak points in their work. While it is found that the students are becoming more and more proficient in the use of classic English, a little weakness is still found in this respect. Indeed, very many of the marginal and class criticisms refer to the manner of expressing the thought, rather than to the correctness of the thought itself. There is still a great necessity for special care and exercise in English composition in our High Schools and Collegiate Institutes.

During the year, the students, by their conduct, observance of rule, and attention to duty, proved themselves worthy members of the grand profession in which they are engaged. This made government easy, and led to a harmony in aim and action on the part of masters and students most satisfactory to all concerned.

JOHN A. MacCABE,
Principal, Normal and Model Schools, Ottawa.

OTTAWA, 14th January, 1896.

APPENDIX O.—DEPARTMENTAL LIBRARY, 1895.

REPORT OF THE LIBRARIAN OF THE EDUCATION DEPARTMENT.

To the Honorable G. W. Ross, LL. D. M.P.P., Minister of Education.

SIR,—The following is my report of the operations of the library of the Education Department for the year 1895 :

1. Students' use of the Library.

The interest of the students and others in the library continues unabated ; and the consultation of books of various kind and works of reference is greater than it was last year. The purchases of additional books of a suitable kind for such a library has

contributed largely to this result. Last year, the number of books taken out from the library by students and other parties was 6,604. This year, the number taken out was 7,334; increase, 730. The details are as follows. Taken out in the

		1894.	1895.
Month of	January.....	375	354
do	February.....	609	804
do	March.....	585	1,034
do	April.....	991	627
do	May.....	694	633
do	June.....	322	354
do	July.....	47	223
do	August.....	48	100
do	September.....	344	415
do	October.....	1,010	1,130
do	November.....	1,039	1,063
do	December.....	540	597
		6,604	7,334

The increase in the number of books taken out from the library may also have been influenced by the fact, that the works relating to the various provinces have been largely augmented, and are now frequently consulted. It is gratifying to notice, in this connection, how greatly the issues from the press of Canada have increased during the last few years,—many of them of lasting value and interest.

In addition to the number of books in the library which have been consulted, the teachers and students of the Normal School and School of Pedagogy have also access to the periodicals and magazines, which are received at the library. The teachers of the Model School, as well as other teachers and the inspectors, also avail themselves of the advantages of the library.

The Catalogue of Educational Works and of General Literature in the library has now been completed. As soon as I can revise the material, which has been prepared for this catalogue, it will be ready for the printer. When published, this revised catalogue will, from its arrangement, be most convenient for reference. It has been constructed on the topical, as well as on the sectional plan,—that is, cross references to books and authors are given, and special subjects, such as psychology, etc., have been classified and arranged in groups, under distinctive headings.

The number of works under the head of "Canadian Books,"—that is, books relating to various subjects of Canadian interest, connected with the several provinces of the Dominion,—has increased so largely, since the first catalogue of this department of the library was published in 1890, that a new and revised catalogue of these books is a desideratum.

A library of this kind, if kept well supplied with works relating to Canada,—*i.e.*, those issued in the past, as well as those published at the present,—would be of inestimable value to those desirous of consulting such works. I am gratified at being able to state, therefore, that the collection of books in this Canadian department of our library is of rare value, and, in some of the divisions, very extensive, although not quite complete. There are over fifty of the books in this department, that were published between the years 1561 and 1800,—and, of course, are original editions. Among them are works by the following old authors: Trevet, (1561); Theodat, (1615); Sageau, (1628); Boucher, (1663); De St. Valier, (1687); Milet, (1691); Orespel, (1757); Charlevoix, (1761); Dobbs, (1744); Ellis, (1748); Kalm, (1772); Rogers, (1769); Knox, (1769); Burke, (1758); Carver, (1778); Hearnes, (1795); Cartwright, (1792); Coughlan, (1776); Marriott, (1774); Burgoyne, (1780); Lynd, (1777); Symonds, (1778); Sheffield, (1786); Meares, (1790); Brant, (1787); Colden, (1792); Rochefoucauld, (1799); MacKenzie, (1800); Vancouver, (1800); Weld, (1800); MacKay, (1797); and Campe, (1798).

2. Books Purchased and Books Bound.

During the year 1895, 430 books in the various departments of the library, were purchased. These books chiefly relate to the subjects of education, to history and to science, as well as to Canadian history, etc. The number of such books purchased in 1894 was 257, so that the increase in this branch of the expenditure in 1895, has been somewhat in excess of that of 1894. The class of books purchased were those relating to the kindergarten, modern history and general literature.

The number of newspapers and magazines received at the library in 1895, was 15,379 newspapers and 74 magazines and periodicals. In 1894, the number was 14,678 newspapers and 68 periodicals, etc., so that the increase in this department of the library, in 1895, has been very slight. The additions have been chiefly in magazines and educational periodicals of a highly valuable and interesting character.

The number of books, etc., bound during the year was 141; last year the number was 136.

Our collection of pamphlets have been increased during 1895 by the number of 123. These, when classified with those now in the library and bound, will make a very valuable addition to the department of Canadian history, etc.

3. Official Reports on Education, etc., received in 1895.

The number of these interesting documents received at the library in 1895 has been somewhat in excess of those received last year, especially from the United States and from the provinces of the Dominion. These latter include compilations of school laws, etc. The numbers received from the various countries are as follows:

Great Britain and Ireland	19
Various provinces of the Dominion	31
Australasia:	
New South Wales	1
Victoria	2
Queensland	2
Tasmania.....	1
New Zealand	3
	— 9
Jamaica.....	1
British Guiana.....	1
Cape Colony.....	1
Japan	2
Montevideo	13
Costa Rica	5
Venezuela	7
Buenos Ayres	6
Various States of the American Union.....	39

134

The number of the reports and documents relating to education which were received at the library from these various countries in 1894 was 96—increase 28.

Our collection of school reports and kindred documents—augmented as it is year by year—is now very large and varied. Those of the London School Board are very voluminous, and extend from 1879 to 1894. Those of the Regents of the University of the State of New York and of the Boards of Education in the New England States are

very valuable and suggestive. The successive reports and "circulars of information" issued by the United States' Bureau of Education at Washington are most comprehensive in their scope and character, and contain a mine of information on special subjects, and on education generally, which makes them of rare value to those who seek information on the matter to which the circulars and reports refer.

The collection of school reports of the individual States of the American Union is now very extensive. They and the other school reports are classified and arranged in alcoves for convenient reference.

The reports of the Privy Council on Education in England, and the school reports of Ireland and Scotland, take up quite a large space in our library. They are almost complete and from an early date. Reports of Royal Commissions which have been issued in England are also in the library, so that our information in regard to the state of education in the "Motherland" is both extensive and varied in its character.

I have much pleasure in stating that the work in the library has been most faithfully and efficiently performed during the year by my excellent assistant, Miss Crooks. I have also had, since June, 1895, a good deal of copying and other work done by Mr. Evans both promptly and satisfactorily.

4. *Historiography.*

I have now just completed the third volume of the "Documentary History of Education in Upper Canada." This volume brings the history of education in this province down to the year 1840—the last year of the separate and independent existence of the Legislature of Upper Canada. It is made the more valuable from the fact that it contains a number of able reports and documents which shed a flood of light on the proceedings of the Legislature in regard to education, and also on the efforts of the distinguished public men of the years which preceded the union of the Provinces of Upper and Lower Canada, in 1840.

The year 1839 stands out very prominently in this respect, not only for elaborate reports which were presented in that year to either House of the Legislature, and to the Lieutenant-Governor, but also for the character of the comprehensive measures submitted to the Legislature in that year. The most important report to the Lieutenant-Governor was that prepared under a commission issued by himself (Sir George Arthur) in October, 1839, directing a minute inquiry to be made into the condition and working of the public departments, and also into the "state of education in Upper Canada." The commissioners appointed to enquire into this matter were three gentlemen who for many years were members (and each of them a chairman) of the Council of Public Instruction, namely, the Honorable Samuel Bealy Harrison, Q.C. (judge of the County of York), the Very Reverend Henry James Grasett, D.D., Dean of Toronto, and the Reverend John McCaul, LL.D., President of the University of Toronto. The report prepared by these gentlemen is quite voluminous, and the "plan" suggested by them (as directed by the Governor) for carrying out their suggestions, elaborate in its details. In the appendix to their report they give the opinions and suggestions of the following prominent public men of the time, namely, Bishop Strachan; the Honorable Messieurs William Morris, Adam Ferguson, Peter Boyle de Blaquiere (subsequently Chancellor of the University of Toronto), and James Crooks, father of the first Minister of Education of Ontario; the Reverend Robert Murray, M.A., the first Superintendent of Education in Upper Canada, appointed in 1841; Mr. Mahlon Burwell (an active educationist) and Mr. (afterwards the Honorable) George Strange Boulton; the Reverend Messieurs John Roaf, of Toronto, and Robert McGill, of Niagara. This addition to the appendix to the commissioners' report makes it all the more valuable and suggestive.

The three volumes of the "Documentary History of Education in Upper Canada" now completed, embrace the period from 1790 to 1840—or fifty years. The first volume

extends to 331 pages ; the second to 358 pages ; and the third to about 350 pages, or over 1,000 pages in all. Each volume is preceded by a full table of contents, and, at the end, by a copious index.

Copies of the second volume were sent, early in the year 1895, to a number of the most important Universities and libraries in the United States. It was also sent to all of the colleges and large libraries in the Dominion. As copies were, however, not sent to the press in this or the other provinces, no public notice of the work has appeared, so far as I know, except in one or two instances.

The labor of preparing this history has been far more arduous than I had anticipated when I undertook it, largely owing to the difficulty of procuring original reports and documents and of filling in the spaces between the record of the proceedings of the Legislature, the acts of the Governor and the proceedings of the King's College Council, etc., etc. In other words, the "missing links" in the narrative were often very difficult to obtain and to fit in. However, I have spared no pains to make the work as complete as possible ; its accuracy need not be doubted.

J. GEORGE HODGINS,

Librarian and Historiographer.

TORONTO, 16th January, 1896.

APPENDIX P.—MISCELLANEOUS.

THE HIGH SCHOOL LEAVING AND UNIVERSITY MATRICULATION EXAMINATIONS.

1. MEMBERS OF THE JOINT BOARD AND BOARD OF EXAMINERS FOR 1895-6.

JOINT BOARD.

Under the provisions of the Statute, No. 227, of the University of Toronto, the following gentlemen were appointed members of the Joint Board for 1895-6 :

By the Senate of the University.

The Hon. Edward Blake, M.A., LL.D., Q.C., M.P., Eng., Chancellor of Toronto University.

N. Burwash, M.A., Chancellor of Victoria University.³

James Loudon, Esq., M.A., LL.D., President of Toronto University.

John Galbraith, Esq., M.A., Principal, School of Practical Science.

By the Minister of Education.

John Millar, Esq., B.A., Deputy Minister of Education.

John E. Hodgson, Esq., M.A., High School Inspector.

John Seath, Esq., B.A., do

Alex. Steele, Esq., B.A., High School Representative on the Senate.

BOARD OF EXAMINERS APPOINTED BY THE JOINT BOARD.

English, History and Geography :

A. Carruthers, M.A.

F. H. Sykes, Ph. D.

W. Tytler, B.A.

Mathematics :

A. R. Bain, LL.D.

John McGowan, B.A.

Alex. Murray, M.A.

Classics :

Peter S. Campbell, B.A.

H. J. Cody, B.A.

J. C. Robertson, B.A.

French and German :

L. E. Horning, Ph. D.

John Macgillivray, Ph. D.

W. VanderSmissen, M.A.

Physics, Chemistry and Biology :

R. B. Bensley, B.A.

C. A. Chant, B.A.

A. McGill, B.A.

F. N. NUDEL,
Registrar, and Secretary of the Boards.

2.—LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1895.

Collegiate Institutes.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree or certificate.	Specialists.		
Aylmer	Rutherford, Walter W. Cole, James McLarty Messmore, J. Franklin Stewart, Etta Murray Phelps, Frances G.	B.A., Tor B.A., Tor B.A., Tor B.A., Tor	Math Sci Class Eng., Fr., Ger Fr., Gr.	1883 1891 1892 1890 1896	\$ 1,400 00 950 00 900 00 650 00 700 00
Barrie	Redditt, Thomas H. Hay, Andrew Milden, Alfred William Minns, James Edward Newman, G. E. Moir, M. A.	B.A., Tor B.A., Tor B.A., Vic B.A., Queen's	Eng., Fr., Ger Math Class Math., Sci Eng.	1893 1882 1889 1893 1895 1895	1,500 00 1,000 00 1,000 00 900 00 900 00 600 00
Brantford	Burt, Arthur W. Hoag, James P. Coates, Daniel Harsum Pasmore, Samuel F. Bunnell, Effie Maria Hamilton, James Reid Scott, Robert H.	B.A., Tor B.A., Tor M.A., Tor B.A., Tor B.A., Tor	Eng., Fr., Ger Eng., Math Math Class Eng., Fr., Ger Sci Commercial	1893 1893 1893 1885 1891 1893 1892	1,800 00 1,100 00 1,100 00 1,100 00 1,000 00 1,100 00 800 00
Brockville	Pakenham, William Copland, James Stuart. Walker, Duncan. Sidley, Henry R. Husband, Almeron J. Giles, Edith Anna.	B.A., Tor B.A., Tor B.A., Tor B.A., Tor	Eng., Fr., Ger Sci Math Class Fr., Ger	1894 1889 1894 1894 1895 1890	1,500 00 1,000 00 1,000 00 1,000 00 800 00 600 00
Chatham	Paterson, David Smith. Twohey, William J. Knox, Andrew Alexander Taylor, Wilson Platt, Charbel. Cairns, James Frederick Black, James Spurgeon	B.A., Tor M.A., Tor B.A., Tor B.A., Tor B.A., Tor	Eng., Fr., Ger Class Sci Math Eng., Fr., Ger Class Commercial	1888 1885 1888 1893 1893 1888 1895	1,500 00 1,150 00 1,100 00 1,200 00 850 00 800 00 900 00
Clinton	Houston, John Rand, Wilfred Erle.	M.A., Tor B.A., Tor	Eng., Fr., Ger Math	1892 1892	1,200 00 900 00

Cobourg	't'Leaven, John Wesley	B.A., Tor	Class (Interim)	1895	800 00
	McLean, Ebenezer M	B.A., Tor	Sci.	1894	850 00
	Topping, Ethel	B.A., Tor		1896	500 00
Collingwood	Mitchell, George Winter	M.A., Queen's	Class.	1891	1,400 00
	Odell, J. W	B.A., Tor	Math. (Interim)	1896	950 00
	Arthur, Colin Clayton	M.A., Queen's	Sci.	1893	950 00
	Kerr, Edith Myra	B.A., Vic	Eng., Fr., Ger	1893	900 00
Galt	Norman, Lambert	B.A., Tor	Fr., Ger	1895	800 00
	Williams, William	B.A., Tor	Eng., Fr., Ger	1873	1,300 00
	Hammill, George	B.A., Tor	Math.	1892	900 00
	Bonner, Robert John	B.A., Tor	Class	1894	900 00
Goderich	Silcox, Sidney	B.A., Tor	Sci.	1896	900 00
	Cummings, Elizabeth Janet	B.A., Tor		1895	500 00
	Carscadden, Thomas	M.A., Tor	Eng.	1885	1,750 00
	Logan, Charles James	B.A., Trin	Class.	1883	1,200 00
Guelph	Wright, Arthur Walker	B.A., Tor	Fr., Ger	1886	1,100 00
	DeGuerre, Ambrose	B.A., Tor	Math	1890	1,100 00
	Evans, William Edwin	B.A., Tor	Commercial	1892	800 00
	Hamilton, Robert S	B.A., Tor	Sci.	1894	1,000 00
Hamilton	Strang, Hugh Innis	B.A., Tor	Class	1871	1,300 00
	Moore, Alvin Joshua	B.A., Tor	Math	1880	950 00
	Charles, Henrietta	B.A., Tor	Eng., Fr., Ger	1889	1,000 00
	Grant, Burton D	B.A., Tor	Sci.	1895	800 00
Hamilton	Cameron, John S	B.A., Tor		1893	700 00
	McLellan, Kate	B.A., Tor		1895	600 00
Guelph	Davison, James	B.A., Vic	Math	1892	1,400 00
	Hill, Ethelbert Lincoln	B.A., Tor	Sci.	1889	1,000 00
	Wilson, Henry Ernest	B.A., Tor	Class (Interim)	1895	950 00
	Charlesworth, John William	B.A., Tor		1888	800 00
Hamilton	Dobbie, William James	B.A., Tor	Commercial	1892	800 00
	Skinner, Clara Kate	B.A., Tor	Eng., Fr., Ger	1895	800 00
Hamilton	Thompson, Robert Allen	B.A., Tor	Math	1886	1,800 00
	Turner, John Burgess	B.A., Queen's	Math., Sci	1885	1,400 00
	Paterson, Andrew	M.A., Trin		1874	1,200 00
	Crawford, John Thomas	B.A., Tor	Math	1889	1,100 00
Hamilton	Logan, William McGregor	B.A., Tor	Class	1892	1,100 00
	Hogarth, Eber Septimus	B.A., Tor	Eng., Fr., Ger	1892	1,100 00
	Macpherson, Frederick Fotheringham	B.A., Tor	Eng., Fr., Ger	1894	1,000 00
	Gill, James	B.A., Tor	Math	1892	1,000 00
Hamilton	Brown, Oliver Jenison	M.A., Vic		1881	1,000 00
	Morgan, Sydney Albert	B.A., Tor	Class	1891	1,000 00
	Doxsee, William Morley	B.A., Vic	Math	1894	800 00
	Asman, Henry Oldrid Evison	B.A., London, Eng		1891	800 00
Hamilton	Armstrong, William Gilnockie	M.A., Tor		1895	800 00
	Davidson, Margaret Cheyne	M.A., Tor		1876	800 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1895.

Collegiate Institutes.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree or certificate.	Specialists.		
Hamilton. — <i>Con</i>	Johnson, George Lang Athawes, Charles Sampson Bath .....	..... .....	..... .....	1888 1892	\$ c. 800 00 600 00
Ingersoll	Briden, William Govenlock, William M. Gundry, Arthur P. Macdonald, George L. Kelso, Alice C	B.A., Queen's B.A., Tor B.A., Tor (Interim)	Class, Eng Math Sci Eng, Fr., Ger. (Interim)	1886 1893 1894 1895 1895	1,200 00 1,000 00 1,000 00 900 00 500 00
Kingston	Ellis, William Stewart Sliter, Ernest Oscar Dales, John Nelson Marquis, T G MacLean, Godwin V Fletcher, William H Lingwood, Frederick H Jones, Laura L. Macdonald, Nerva Closs, F. D.	B.A., Vic B.A., Tor M.A., Tor M.A., Queen's B.A., Tor B.A., Trin B.A., Tor B.A., Queen's	Math, Sci Class Eng, Fr., Ger Eng Math Commercial Eng, Fr., Ger Sci	1893 1888 1889 1896 1894 1894 1895 1895 1896	1,700 00 1,100 00 1,100 00 1,050 00 1,050 00 900 00 800 00 600 00 650 00 650 00
Lindsay	Harstone, John C Stevens, W. H. Hardy, Edwin A. Colling, James Harrington, James T Hillock, Julia Sine Walks, Robert Hilton H. Bewell	B.A., Tor B.A., McGill B.A., Tor B.A., Tor B.A., Tor B.A., Tor (Interim)	Math Sci Eng, Fr., Ger Class Fr., Ger., (Interim)	1886 1889 1889 1894 1890 1893 1894 1896	1,400 00 1,100 00 1,100 00 1,100 00 775 00 1,000 00 800 00 675 00
London	Merchant, Francis Walter Little, Robert A. Gray, Robert A. Radcliffe, Samuel John Ferguson, William C McClement, William T Hotson, Alexander Galbraith, Daniel Ernest Stephenson, Orlando J.	M.A., Vic B.A., Tor B.A., Tor B.A., Tor B.A., Tor M.A., Queen's M.D., Western B.A., Tor M.A., Tor	Eng., Math., Sci Class Math Eng, Fr. Ger Eng, Fr. Ger Sci Sci Class Eng, Fr., Ger. (Interim)	1891 1886 1887 1891 1892 1892 1880 1894 1894	2,000 00 1,200 00 1,200 00 1,100 00 1,100 00 1,100 00 1,100 00 1,000 00 1,000 00

	Wilson, Nicholas	.....	.....	.....	1866	1,100 00
	Andrus, Guy A.	.....	.....	.....	1888	1,000 00
	Porter, Thomas	.....	.....	.....	1892	900 00
	Jones, Samuel J.	.....	.....	.....	1892	900 00
	Edwards, Clarence B.	.....	.....	.....	1894	900 00
	Horton, Charles W.	.....	.....	Eng	1895	900 00
	Dickinson, Arthur J.	.....	.....	.....	1895	900 00
	Hanson, Fannie M.	.....	.....	.....	1886	700 00
Morrisburg	Jameson, James S.	.....	M.A., Vic	.....	1882	1,200 00
	Massey, Arthur W.	.....	B.A., Vic	Eng	1892	800 00
	Teskey, Edith A.	(Interim)	M.A., Tor	Math., Eng	1892	800 00
	Albarus, Hedwig S.	(Interim)	B.A., Tor	Class	1894	800 00
	Smith, Innis J.	(Interim)	B.A., Tor	Fr. Ger	1895	800 00
	Stafford, Joseph	.....	B.A., Tor	Sci.	1895	650 00
	Henry, Thomas McKee	.....	B.A., Tor	.....	1895	900 00
Napanee	Lang, Augustus Edward	.....	B.A., Tor	Math	1890	1,400 00
	French, Frederick William	.....	B.A., Vic	Eng., Fr., Ger	1889	1,100 00
	Lochhead, William	.....	B.A., Tor	Class	1894	1,000 00
	Nichol, Margaret A.	.....	B.A., McGill	Sci.	1895	1,000 00
	Smith, Margaret	.....	.....	.....	1892	600 00
	Dickson, James Dickson	.....	B.A., Tor	.....	1892	600 00
Niagara Falls	Fitzgerald, Elizabeth S.	.....	B.A., Tor	Math	1893	1,200 00
	Walker, David M.	.....	B.A., Vic	Class	1893	1,050 00
	Currie, Peter W.	(Interim)	B.A., Tor	Commercial	1893	1,000 00
	Fleming, Ethel C.	(Interim)	B.A., Tor	Sci.	1894	800 00
	Macmillan, John	.....	B.A., Tor	Fr., Ger	1895	750 00
Ottawa	Jolliffe, Orion John	.....	B.A., Tor	Eng	1881	2,300 00
	McDougall, Alexander Hiram	.....	B.A., Vic	Class	1884	1,700 00
	Cowley, Robert Henry	(Interim)	B.A., Tor	.....	1889	1,600 00
	Alexander, Luther Herbert	.....	M.A., Queen's	Math	1894	1,250 00
	Sykes, William John	.....	M.A., Tor	Sci., Eng	1894	1,250 00
	Stothers, Robert	.....	B.A., Vic	Eng., Fr., Ger	1894	1,250 00
	Wallace, James Ewan	.....	.....	Eng., Fr., Ger	1887	1,200 00
	Conklin, James Davidson	.....	.....	.....	1883	1,200 00
	Ross, Alexander Herbert Douglas	.....	M.A., Queen's	Commercial	1894	950 00
	Graham, William Andrew	.....	B.A., Tor	Sci., Eng., Math	1896	800 00
	Scott, Bessie Mabel	.....	.....	.....	1895	700 00
	Jenkins, William H.	.....	B.A., Tor	.....	1892	700 00
Owen Sound	Carrie, Mervyn Edward	.....	B.A., Vic	Sci	1890	1,500 00
	Packham, James Henry	.....	B.A., Vic	Math	1882	1,200 00
	Burgess, Herbert H.	.....	B.A., Tor	Math., Commercial	1884	1,100 00
	Barron, Robert A.	.....	B.A., Tor	Eng	1892	1,100 00
	Parker, Francis R.	.....	B.A., Queen's	Class, Eng., Fr., Ger	1894	1,100 00
	Brough, Thomas Allardyce	.....	B.A., Queen's	Class	1892	1,100 00
	Shields, Alfred J.	(Interim)	B.A., Tor	Eng	1893	1,100 00
	Smith, Claribel	.....	B.A., Tor	.....	1894	700 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1895.

Collegiate Institutes.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree or certificate.	Specialists.		
Perth	Paterson, Richard Allan Stevenson, Louis Hardie, William Woods, Emma Orilla Edmiston, James Alfred	B.A., Tor B.A., B.Sc., Vic. B.A., Tor B.A., Vic	Math. Math., Sci Class. Eng., Fr., Ger	1890 1889 1892 1890 1893	\$ 1,250 00 1,050 00 1,000 00 850 00 800 00
Peterborough	Fessenden, Cortes Fire, James A Jeffries, John Drope, William John O'Brien, Michael Kenner, Henry R. H. Spence, Frances	M.A., Trin B.A., Tor B.A., Tor B.A., Vic. B.A., Tor B.A., Tor	Math. Math., Sci Eng., Fr., Ger Class. Eng., Fr., Ger. (Interim)	1890 1887 1890 1890 1892 1893 1895	1,700 00 1,100 00 1,100 00 1,000 00 1,900 00 1,000 00 900 00
Ridgetown	Little, John George Smith, James Harvey Kerr, David Blain Reid, Robert Keillor, James	B.A., Tor M.A., Queen's B.A., Tor B.A., Tor	Math Sci Eng., Fr., Ger, (Interim)	1889 1888 1894 1895 1892	1,300 00 1,100 00 800 00 800 00 650 00
Sarnia	Grant, David M. Corbett, Lewis C Campbell, Alexander Corkhill, Edward James Pottinger, Sylvia V	B.A., Tor B.A., Tor B.A., Tor B.A., Queen's	Class. Eng., Fr., Ger Math Sci	1885 1891 1890 1891 1878	1,300 00 1,000 00 1,000 00 1,000 00 750 00
Seaforth	Clarkson, Charles Schmidt, O. L. Robertson, H. S. Kirkman, Mrs. Barbara Cheswright, Richard C	B.A., Tor B.A., Tor B.A., Tor (Interim) (Interim)	Eng., Math., Sci Class. Math Fr., Ger Sci	1887 1895 1895 1884 1893	1,300 00 1,000 00 1,000 00 700 00 900 00
Stratford	Mayberry, Charles Alexander Malcolm, George Cornwell, Leslie J. Mills, George K	B.A., LL.B., Tor B.A., Queen's B.A., Tor B.A., Tor	Class Math Sci	1890 1890 1893 1895	1,500 00 950 00 1,100 00 1,000 00

Strathroy	Addison, Margaret E. T.	B.A., Vic.	Eng., Fr., Ger	1891	900 00
	Hume, Wallace C.	B.A., Tor.	Eng. (Interim)	1895	1,000 00
	Kilmer, Ernest E. C.		Sci. (Interim)	1895	800 00
	Wetherell, James Elgin	B.A., Tor.	Class, Eng	1883	1,800 00
	Haight, Milton	B.A., Tor.	Math	1893	1,050 00
	Cook, Margaret	B.A., Tor.	Eng., Fr., Ger	1895	750 00
	Sinclair, John	B.A., Tor.		1890	1,000 00
	Reynolds, Aaron Kilbourne		Sci.	1889	1,000 00
	McDutcheon, Carlotta, J. K.		Commercial	1895	800 00
	Henderson, John	M.A., Tor.	Class	1872	1,600 00
St. Catharines	Robertson, William John	B.A. Tor., LL.B. Vic	Math	1874	1,200 00
	McIntyre, Evan John	B.A., Tor.	Eng., Fr., Ger	1886	1,000 00
	Giffen, James A.	B.A., Tor.	Sci.	1891	1,100 09
	Walker, Francis A.		Commercial, Eng	1883	900 00
	Stevenson, William John		Eng., His	1892	700 00
	Caverhill, Arthur E.			1894	700 00
	Martin, Stephen	B.A., Tor.	Math	1886	1,400 00
	Follick, Thomas Henry	M.A., Vic	Sci., Eng.	1885	1,000 00
	Clayton, Adelaide Helena	B.A., Tor	Eng., Fr., Ger	1891	950 00
	Glassey, David A.	B.A., Tor.	Class.	1894	900 00
St. Mary's	Errett, Charles Francis			1894	650 00
	Quance, Noah	B.A., Tor.	Math	1891	1,500 00
	McGeary, John Henry	M.A., Tor	Math	1885	1,200 00
	Marty, Alletta Elsie	M.A., Queen's	Fr., Ger	1894	1,000 00
	Marshall, John	M.A., Queen's	Class, Eng	1892	1,200 00
	Lees, Richard	M.A., Queen's	Sci.	1894	1,000 00
	Voaden, Arthur			1893	650 00
	Duff, James			1894	600 00
	Spotton, Henry Byron	M.A., Tor	Class, Sci	1891	2,500 00
	Hagarty, Edward William	B.A., Tor.	Class	1891	1,500 00
Toronto (Harbord st.)	Balmer, Eliza May	B.A., Tor.	Eng., Fr., Ger	1891	1,500 00
	Lawler, Gertrude	M.A., Tor	Eng., Fr., Ger, Math	1891	1,500 00
	Smyth, Thomas H.	M.A., Tor	Sci.	1891	1,500 00
	Cox, John Loane	B.A., Tor.	Math	1892	1,500 00
	Eldon, Robert Henry		Math, Commercial	1891	1,500 00
	Forfar, Charles	B.A., Tor.	Eng., Fr., Ger	1892	1,000 00
	Little, David C.	B.A., Tor.	Class	1893	1,000 00
	Kennedy, Lyman Aaron	M.A., Vic		1892	1,000 00
	Bruce, Edward Wesley	B.A., Tor.	Math	1892	1,000 00
	Strath, Robert Smith	B.A., Tor.	Math	1893	1,000 00
Toronto (Jameson ave.)	Embree, Luther Edmund	M.A., Tor.	Class, Eng, Fr., Ger	1888	2,500 00
	Smith, Gilbert Acheson	B.A., Tor.	Sci.	1889	1,500 00
	Libby, Melancthon Fennessey	B.A., Vic.	Eng., Math	1890	1,500 00
	Ryckman, Louise L.	B.A., Tor.	Class, Eng, Fr., Ger	1891	1,500 00
	Birchard, Isaac J.	M.A., Tor.	Math	1893	1,500 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1895.

Collegiate Institutes.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree of certificate.	Specialists.		
Toronto (Jameson ave.)— Con.	Crawford, Henry J	B.A., Tor.	Class.	1894	\$ 1,500 00
	Millar, James			1888	1,500 00
	Wismer, John Anderson	M.A., Trin.	Commercial	1889	1,500 00
	Spence, Nellie	B.A., Tor.	Eng., Class	1889	1,000 00
	Nugent, Wilbur W			1893	1,000 00
Toronto (Jarvis st.).....	MacMurchy, Archibald	M.A., Tor.	Math	1872	2,500 00
	Chase, George A	B.A., Tor.	Eng., Fr., Ger.	1889	1,500 00
	Manley, Frederick Fitzpayne	B.A., Tor.	Math	1874	1,700 00
	Shaw, George Edmund	B.A., Tor.	Eng., Fr., Ger.	1876	1,500 00
	Grant, Wilbur		Math	1881	1,500 00
	McEachern, Peter	B.A., Tor.		1880	1,200 00
	Crawford, William Glover	B.A., Tor.	Class.	1872	1,500 00
	McEachern, Neil	B.A., Tor.	Sci.	1886	1,500 00
	Thompson, Charlotte Emily			1874	1,000 00
	MacMurchy, Helen			1881	900 00
	Thomas, Janie			1882	800 00
	Tamblyn, William Ware	M.A., Tor.	Class, Eng., Fr., Ger.	1888	1,300 00
	Hogarth, George Henry	B.A., Tor.	Math	1890	900 00
	Sidey, Thomas K	B.A., Vic.	Class, Eng	1894	800 00
Whitby	Dent, William	B.A., Tor.	Sci.	1896	700 00
	Henderson, Anderson G		Commercial	1881	960 00
	Cody, William Stephen	B.A., Tor.	Math	1893	1,500 00
	Gavin, Frederick J		Sci.	1891	900 00
	Climie, Jessie R	B.A., Tor.	Eng., Fr., Ger	1892	900 00
Windsor	Anderson, George R	B.A., Tor.	Math	1894	900 00
	Rose, Jennie M	B.A., Tor.	Class.	1895	900 00
	Symington, Marion			1895	600 00
	Hunter, David Hamilton	B.A., Tor.	Class.	1884	1,500 00
	Griffin, Albert Dyke	B.A., Tor.	Math	1882	1,100 00
Woodstock	Lennox, Thomas Hodgins	B.A., Tor.	Sci.	1886	1,100 00
	Kerr, Charles Staples	B.A., Tor.	Class.	1889	1,000 00
	Fair, Caroline	B.A., Tor.	Fr., Ger	1892	1,000 00

High Schools.

Alexandria	Ferguson, William	.....	.....	.....	1889	800 00
	Strigley, Edward Cooper	..... (Interim)	.....	.....	1895	750 00
Almonte	Young, Robert	.....	B.A., Queen's	.....	1894	900 00
	Havilton, Daniel Munro	.....	M.A., Aberdeen	.....	1894	600 00
	Smith, James	.....	.....	.....	1895	600 00
Arnprior	McGregor, Peter Campbell	.....	B.A., Queen's	Class.	1882	1,100 00
	McPhail, Alexander O	.....	.....	.....	1891	800 00
	Arnour, Amy A	.....	.....	.....	1893	625 00
	Thompson, Maggie J	.....	B.A., Queen's	Eng. (Interim)	1895	600 00
Arthur	Grey, Jeremiah Wilson	.....	B.A., Tor.	.....	1895	1,000 00
	Rutherford, Walter Richard	.....	M.A., Tor.	Class., Eng., Fr., Ger.	1891	800 00
	Wickett, A. Maud	.....	.....	.....	1893	700 00
	Stevenson, Andrew	.....	B.A., Tor.	Eng.	1891	1,050 00
Athens	Coutts, James Allen	.....	.....	.....	1894	600 00
	Mills, John Hudson	.....	M.A., Queen's	Class.	1894	1,050 00
Aurora	Blackwell, George Frederick	.....	.....	.....	1893	800 00
	Tucker, George Lawrence	.....	B.A., Tor.	Math.	1894	800 00
	Bishop, Charles P	.....	.....	.....	1895	650 00
	Aubin, Alfred Lerrier	.....	B.A., Oxon	Class.	1893	1,100 00
Beamsville	Rice, John	.....	.....	.....	1895	600 00
	Parlee, Edith	.....	.....	.....	1895	500 00
Belleville	Jardine, William Wilson	.....	B.A., Tor.	.....	1892	800 00
	Ball, Kathleen Hester	.....	.....	.....	1893	500 00
Berlin	Milburn, Edward Fairfax	.....	B.A., Trin	.....	1894	1,200 00
	MacRae, Jessie Carr	.....	.....	.....	1888	600 00
	Knight, William W	.....	.....	Math	1892	900 00
	Clarke, Henry J	.....	.....	.....	1892	800 00
	Taylor, John Wesley	.....	.....	.....	1894	700 00
	Connor, James William	.....	B.A., Tor.	Class., Eng.	1870	1,500 00
Bowmanville	Forsyth, David	.....	B.A., Tor.	Math	1876	1,200 00
	Mueller, Adolf	.....	.....	Fr., Ger	1877	1,100 00
	Sheppard, Frederick William	.....	.....	Eng.	1889	800 00
	Fenwick, Murray M	.....	B.A., Tor.	Class.	1888	1,300 00
Bowmanville	Gillilan, James	.....	Sci. (Interim)	.....	1880	900 00
	Hume, Jeanette Achsah	.....	.....	.....	1895	500 00
	Mackenzie, Mary Ardronach	.....	B.A., Tor.	Fr., Ger	1893	800 00
	Frost, Francis H.	..... (Interim)	B.A., Tor.	Math	1895	800 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1895.

High Schools.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree or certificate.	Specialists.		
Bradford	Waugh, John.	B.A., B. Ped., Tor	Class.	1892	\$ 1,100 00
	McLean, Allan.			1892	700 00
	Burgess, J.			1895	600 00
Brampton	Fenton, William J.	B.A., Tor	Class.	1894	1,100 00
	Glabraith, William James.		Fr., Ger	1887	900 00
	Howard, Edwy S.	B.A., Vic	Eng.	1892	900 00
	Murray, Thomas.	B.A., Tor	Math.	1894	900 00
	Stuart, Frederick A.	B.A., Tor	Sci. (Interim)	1895	850 00
Brighton	Bald, William F.	B.A., Tor	Class.	1895	1,000 00
	Burke, Alexander.			1894	650 00
Caledonia	Lochhead, Lachlin Truman	M.A., Vic		1895	1,000 00
	McRitchie, Alexander Robinson.	B.A., Tor	Sci. (Interim)	1893	800 00
	Skeele, James E.	B.A., Tor		1893	750 00
	Shields, Alexander M.	B.A., Tor	Eng.	1889	1,100 00
Campbellford	Jewett, Alfred E.	B.A., Queen's	Sci.	1886	900 00
	Boyes, Robert.		Math	1895	700 00
	Rose, Nellie		Fr., Ger. (Interim)	1894	500 00
	Patterson, William John	M.A., Queen's	Math	1892	1,100 00
	McIntosh, W. D.	B.A., Queen's	Eng.	1895	800 00
Carleton Place	McDonald, Neil	B.A., Tor		1890	650 00
	Johnston, Mary		Fr., Ger	1895	650 00
	Kinnear, Louis	M.A., Tor		1888	1,000 00
Cayuga	Stanley, Thomas E. H.	B.A., Tor		1893	700 00
	Ott, Minna E.			1896	500 00
Colborne	Bellamy, W.	B.A., Vic		1892	925 00
	Folk, Henry J.			1894	600 00
Cornwall	Johnston, William D.	B.A., Tor	Sci.	1886	1,300 00

Deseronto	Nugent, James .....	.....	.....	.....	1884	900 00
	Crewson, Joseph W. ....	.....	B.A., Vic .....	.....	1888	900 00
	Spooner, Mary M. ....	.....	B.A., Queen's .....	.....	1894	600 00
	Knight, Adolphus G. ....	.....	B.A., Vic	Class, Eng	1890	1,400 00
	Breuls, Ira D. ....	.....	B.A., Tor .....	.....	1890	900 00
	Whyte, Robert .....	.....	B.A., Tor .....	.....	1896	650 00
Dundas	Reid, Joseph .....	.....	M.A., LL.B., Tor.	Class	1894	1,200 00
	Hill, Richard J. ....	.....	.....	.....	1892	850 00
	Panton, Agnes Wilkie .....	.....	.....	.....	1892	550 00
Dunnville	Croly, John Edgar .....	.....	M.A., Tor .....	.....	1890	900 00
	Cooke, John A. ....	.....	B.A., Queen's	Class	1891	750 00
	Myer, Albert N.	(Interim)	M.A., Trin .....	.....	1895	650 00
	Robertson, George D. ....	.....	.....	.....	1893	600 00
Dutton	Skinner, Daniel Spencer .....	.....	B.A., Tor	Sci	1893	1,000 00
	Payne, John Charles .....	.....	B.A., Tor	Math	1894	800 00
	Norris, Isaac Taylor	(Interim)	B.A., Queen's .....	.....	1895	650 00
Elora	McMurchy, Norman .....	.....	B.A., Tor	Sci	1896	1,000 00
	Cartier, Janet W. ....	.....	M.A., Tor	Fr., Gr	1893	575 00
	Birchard, Alexander F.	(Interim)	.....	.....	1895	600 00
Essex	Crassweller, Christopher L .....	.....	B.A., Tor	Math	1888	1,300 00
	Cushing, Alfred Bruce .....	.....	B.A., Tor	Class	1893	750 00
	Dent, W. A.	(Interim)	.....	Sci	1895	600 00
Fergus	Perry, Peter .....	.....	M.A., Trin	Class	1889	1,000 00
	Campbell, Archibald L.	(Interim)	.....	.....	1894	675 00
	Foucar, Walter K.	(Interim)	B.A., Vic .....	.....	1895	500 00
	Richardson, Kate	(Interim)	.....	.....	1895	475 00
Forest	Crosby, Alonzo Cyrus .....	.....	M.A., Vic .....	.....	1892	1,000 00
	Ross, Clarissa Alexandrina Blanche .....	.....	B.A., Tor .....	.....	1891	600 00
	Preston, Thomas	(Interim)	B.A., Tor .....	.....	1895	650 00
Gananoque	Graham, Robert George .....	.....	B.A., Vic	Math	1894	1,100 00
	Chadsey, Stanley B.	(Interim)	.....	.....	1896	600 00
	Bradbury, Emily .....	.....	.....	.....	1894	500 00
Georgetown	Gibbard, Alexander Hanna .....	.....	B.A., Tor	Eng., Fr., Ger	1891	1,200 00
	Lindsay, Adeline	(Interim)	B.A., Tor	Math	1894	700 00
	Hutt, Janet M. ....	.....	.....	.....	1894	600 00
	Wright, Katharine M. ....	.....	.....	.....	1895	525 00
	McLaughlin, Robert P.	(Interim)	.....	.....	1896	500 00
Glencoe	Tremeer, James .....	.....	B.A., Vic	Class	1894	1,000 00
	Docker, William A.	(Interim)	.....	.....	1895	650 00
	Bowman, Kate .....	.....	.....	.....	1893	575 00

LIST OF PRINCIPALS AND ASSISTANTS OF HIGH SCHOOLS (INCLUDING COLLEGIATE INSTITUTES), DECEMBER, 1895.

High Schools.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree or certificate	Specialists.		
Glencoe.— <i>Con.</i>	Campbell, Martha L.....	(Interim)	.....	1893	\$ c. 500 00
Gravenhurst.....	Muldrew, William H.....	B.A., Queen's	Math. Sci., (Interim)	1894	1,000 00
	Smith, Minnie.....	B.A., McMaster	.....	1894	550 00
Grimsby.....	Harrison, Charles W.....	M.A., Vic	.....	1894	800 00
	Barr, Janet.....	.....	.....	1894	650 00
Hagersville.....	Macnicol, James.....	.....	.....	1892	1,100 00
	Kaiser, Jesse B.....	B.A., Tor	.....	1891	800 00
	Wright, Robert H.....	.....	.....	1896	600 00
	..... (Interim)	.....	.....
Harriston.....	McMurchie, James.....	B.A., Tor	Math	1881	1,300 00
	Coutts, Richard D.....	B.A., Tor	.....	1895	800 00
	Leibner, Ernest.....	.....	Sci	1894	800 00
	Bungeman, Sylvia M.....	.....	.....	1892	600 00
Hawkesbury.....	Smellie, W. K. T.....	B.A., Tor	Sci	1894	1,000 00
	Wright, William George.....	.....	.....	1895	600 00
Iroquois....	Jackson, Joseph A.....	B.A., Vic	.....	1893	1,000 00
	Knox, Robert Hunter.....	B.A., Tor	Sci	1895	875 00
	Warren, James M.....	B.A., Tor	Math	1894	800 00
	Dillabough, Ida F.....	.....	.....	1894	600 00
Kemptville.....	Dillane, William.....	B.A., Tor	.....	1895	1,000 00
	Sills, William R.....	M.A., Queen's	Math. (Interim)	1895	700 00
	Storey, William E.....	.....	.....	1894	675 00
	Emery, John W.....	.....	Sci	1895	600 00
	..... (Interim)	.....	.....
Kincardine.....	Perry, Samuel Walter.....	B.A., Vic	Class	1890	1,300 00
	Gray, James.....	M.A., Tor	.....	1890	950 00
	Norris, James.....	M.A., Queen's	Math	1894	900 00
	Farquharson, Robert A.....	.....	.....	1892	850 00
Leamington.....	Elliott, John.....	B.A., Queen's	Eng., Math	1896	1,050 00
	Decow, Nellie.....	B.A., Tor	.....	1896	600 00
	..... (Interim)	.....	.....

Listowel	Scratch, Lennie M. (Interim).	.....	Sci.	1896	600 00
	Phillips, William Alexander	B.A., Tor.	Eng., Fr., Ger	1892	1,100 00
	Irwin, William	.....	Math	1888	900 00
	Haviland, Hugh Johnson	B.A., Tor.	.....	1895	700 00
Lucan	Mulloy, Charles Wesley	B.A., Tor.	Class.	1890	1,100 00
	Nelson, John	.....	Math., (Interim)	1894	600 00
	Hillen, Miss E. M.	.....	.....	1896	450 00
Madoc	Watson, Alexander H.	B.A., Tor.	.....	1889	1,150 00
	Brown, Percy W.	..... (Interim)	.....	1895	700 00
Markham	Reed, George Henry	B.A., Tor.	Class.	1890	1,000 00
	Doidge, Thomas C.	B.A., Tor.	Math	1894	700 00
	Annis, Mary A.	B.A., Tor.	Fr., Ger. (Interim)	1895	500 00
	Miller, Nancy, M.A.	.....	Eng.	1894	500 00
Meaford	Mowat, Alexander	B.A., Tor.	.....	1892	1,000 00
	Huff, Samuel	.....	.....	1891	750 00
	McCool, John	B.A., Tor.	.....	1895	700 00
	Stone, George	B.A., Tor.	.....	1895	600 00
Mitchell	Elliot, William	B.A., Tor.	Math	1882	1,050 00
	Fry, Frank De Witt	B.A., Tor.	Eng.	1895	800 00
	May, William F.	..... (Interim)	.....	1895	700 00
Mount Forest	Brethour, John Henry	B.A., Vic.	Class.	1891	1,150 00
	Snider, Eber Egerton	B.A., Vic.	Math	1891	950 00
	Pearson, Alexander	B.A., Tor.	.....	1895	650 00
	Clapp, Florence A.	..... (Interim)	.....	1896	400 00
Newburgh	Nesbit, Ashton David	B.A., Queen's	.....	1893	1,000 00
	Dandeno, James Brown	B.A., Queen's	.....	1888	700 00
	Matheson, John	.....	.....	1894	550 00
Newcastle	Davidson, Hugh	B.A., Tor.	.....	1889	850 00
	Grant, Janet	..... (Interim)	.....	1895	500 00
Newmarket	Dickson, John Elder	B.A., Tor.	Class, Eng.	1880	1,150 00
	Hollingshead, John Edwin	.....	.....	1884	725 00
	McKay, James Donald	.....	.....	1893	800 00
Niagara	Seymour, William Frederick	B.A., Tor.	Math	1893	900 00
	Carnochan, Janet	.....	.....	1877	500 00
Niagara Falls, South	Sherin, Frederick	M.A., Vic.	Math	1894	1,000 00
	McManus, Emily	M.A., Queen's	.....	1895	550 00
	Talbot, Henry James (Interim)	1895	550 00
Norwood	Davidson, John	M.A., LL.B., Vic.	Class, Math	1882	1,100 00

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High Schools.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree or certificate.	Specialists.		
Norwood.— <i>Con.</i>	Garrott, Mina .....	.....	.....	1893	\$ c. 650 00
	Campbell, Mary R. T. ....	.....	.....	1892	650 00
	Hill, Sidney W. E. ....	..... (Interim) .....	.....	1894	500 00
Oakville.....	Wellwood, Nesbit John	B. A., Tor.	Math	1877	1,050 00
	Lusk, Charles Horace	M. D. ....	.....	1871	750 00
Omence	Page, Thomas O'way	B. A., Tor. ....	.....	1893	825 00
	Haight, W. A. ....	..... (Interim) .....	.....	1894	600 00
Orangeville.....	Steele, Alexander	B. A., Tor.	Eng., Math	1879	1,400 00
	Jenkins, Robert S.	B. A., Tor.	Fr., Ger.	1894	700 00
	Knox, William J.	M. A., Tor.	Sci.	1895	750 00
	Clarke, Frederick Hall	B. A., Tor. ....	.....	1895	450 00
	Evans, Nellie .....	..... (Interim) .....	.....	.....	400 00
Orillia	Ryerson, Jesse	B. A., Tor.	Math	1882	1,200 00
	Wattsworth, Minnie Della	B. A., Tor.	Eng., Fr., Ger	1892	800 00
	Thomson, David	B. A., Tor. ....	.....	1893	800 00
	Williams, Florence E. ....	.....	.....	1894	550 00
	Rogers, George F.	B. A., Vic.	Sci.	1894	750 00
Oshawa	Smith, Lyman C.	B. A., Vic.	Class., Eng.	1882	1,300 00
	Slennon, Edward T.	B. A., Vic.	Math.	1892	950 00
	Henderson, Margaret Eadie	B. A., Vic. ....	.....	1879	700 00
	Panton, Jessie R. H. ....	.....	.....	1886	700 00
	Kinver, Maggie M. ....	..... (Interim) .....	.....	1895	400 00
Paris.....	Acres, Jonathan William	B. A., Trin .....	.....	1857	1,100 00
	Armstrong, George H.	B. A., Tor.	Sci. (Interim)	1875	900 00
	Revell, D. Graisberry .....	.....	.....	1894	800 00
Parkhill.....	Bigg, Edmund Murney	M. A., Tor.	Sci.	1876	950 00
	McQueen, William	B. A., Tor.	Math. (Interim)	1895	700 00
	Libby, Minnie Fennessy	B. A., Vic. ....	.....	1895	650 00
	Watt, Lila G.	B. A., Tor. ....	.....	1895	650 00
Pembroke.....	Freer, Benjamin J. M.	M. A., Trin .....	.....	1894	1,000 00

Petrolea.....	Standing, Thomas W Shirreff, R. M. Miller, May	B.A., Tor	Math	1895 1895 1895	800 00 700 00 600 00
Pictou.....	Bell, John Johnstone Clyde, William Montgomery, William Brown, Harry W	B.A., Tor M.A., Queen's B.A., Tor B.A., Tor	Math. Fr., Ger. (Interim)	1888 1888 1889 1894	1,100 00 1,050 00 900 00 850 00
Port Arthur.....	Dobson, Robert Rogers, James C Cameron, Aldis W McDonald, James Morden, Gilbert W	B.A., Vic. B.A., Queen's B.A., Tor M.A., Queen's B.A., Queen's	Math. Fr., Ger. Sci	1880 1890 1893 1894 1885	1,200 00 1,000 00 750 00 700 00 900 00
Port Dover.....	McCulloch, Andrew Morgan, James William Hicks, David MacDougall, N	M.A., Queen's B.A., Tor B.A., Tor	Eng	1894 1890	1,200 00 1,000 00
Port Elgin.....	Lillie, John Turner Innes, Alexander R. Stoddart, Robert	B.A., Vic	Class.	1889 1892 1895	1,200 00 750 00 600 00
Port Hope.....	Kirkconnell, Thomas A Mabee, George E Ross, Charlotte Seaton, Edward T. Henwood, Maggie	B.A., Queen's B.A., Tor B.A., Tor B.A., Vic	Math. Eng., (Fr. and Ger. Interim)	1894 1894 1893 1895 1895	1,200 00 900 00 800 00 750 00 550 00
Port Perry.....	McBride, Dugald Stone, George MacArthur, Christina M Underhill, James A	B.A., Vic	Class., Math	1871 1883 1893 1895	1,400 00 850 00 600 00 600 00
Port Rowan.....	Howard, John F Barber, Ella Ursula	B.A., Tor B.A., Vic	Math. (Interim)	1895 1894	850 00 500 00
Prescott	McPherson, Moses McCaig, James Kirkland, William Stewart	M.A., Vic. B.A., Tor, L.L.B. [Queen's]		1871 1894 1894	1,000 00 750 00 600 00
Renfrew	McDowell, Charles Owen, Thomas A Misener, Carrie	B.A., Queen's B.A., Cantab	Math.	1879 1894 1894	1,000 00 800 00 600 00
Richmond Hill.....	Coombs, Ernest Brown, William E	M.A., Tor	Class.	1895 1895	1,000 00 600 00
Simcoe.....	Christie, James Douglas	B.A., Tor	Eng., Fr., Ger	1889	1,300 00

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High Schools.	Principals and assistants.			Date of appointment.	Salary.
	Name.	Degree or certificate.	Specialists.		
Simcoe. — <i>Con.</i>	Bell, Walter N. Pugsley, Edmund Hare, Zella U. B.	B.A., Tor. B.A., Vic B.A., Tor.	Class.	1890 1895 1894	\$ 800 00 650 00 600 00
Smith's Falls.....	Houston, John Arthur. Morris, Francis J. A. (Interim) Olds, Walter Purcell Beatty, Isabella J.	M.A., Trin. B.A., Oxon. B.A., Vic	Math.	1887 1896 1895 1892	1,200 00 700 00 600 00 500 00
Smithville.	Hunt, William Homer. Aitchison, Belle MacNish, Kate J.	B.A., Tor.		1894 1894 1895	800 00 500 00 400 00
Stirling	Carstairs, John Stewart. Kennedy, George E.	B.A., Tor. B.A., Vic.		1894 1893	900 00 700 00
Streetsville	McGregor, John Ormond Donaldson, William	M.A., Tor		1891 1894	800 00 600 00
Sydenham.....	Flach, Ulysses J. Harvey, William Blakeley Macpherson, Walter E. (Interim)	M.A., Tor. B.A., Tor.	Math.	1895 1890 1895	1,000 00 800 00 500 00
Thorold	Reavley, Albert W. Walrond, Thomas J.	B.A., Tor.		1894 1889	900 00 700 00
Tilsonburg.	Clark, Joseph Campbell Wilson, Alfred George. Lennox, Mary.	B.A., Tor B.A., Vic B.A., Tor		1894 1895 1892	1,000 00 650 00 550 00
Toronto Junction.....	Colbeck, Francis Charles Gourlay, Richard. Eastwood, Ida Gertrude. Chrysler, Minton A. (Interim)	B.A., Vic B.A., Tor B.A., Tor B.A., Tor	Class, Eng. Class., Math Eng., Fr., Ger Sci.	1894 1893 1892 1895	1,200 00 1,000 00 1,000 00 650 00
Trenton	Ingall, Elmer Ellsworth. Longman, Edwin.	B.A., Tor	Math.	1895 1892	1,000 00 725 00

	Pattee, Mrs. Ada		Eng. (Interim)		1890	700 00
Uxbridge	Park, Henry George				1888	1,000 00
	Taylor, D. B.	(Interim)	B.A., Tor.		1896	700 00
	Barr, Lydia				1891	500 00
	Struthers, Jean	(Interim)			1896	500 00
Vankleekhill	Jamieson, Thomas		B.A., Vic.	Math	1889	900 00
	Savile, Emily				1892	600 00
	Might, Lincoln				1892	650 00
	J. Clothier	(Interim)			1895	500 00
Vienna	Bonis, Harry		B.A., Tor.	Class.	1893	800 00
	Voaden, John B.	(Interim)			1894	500 00
Walkerton	Morgan, Joseph		M.A., Tor.	Class.	1881	1,200 00
	Wilton, James Gayford		B.A., Tor.	Class.	1896	1,000 00
	Rosevear, Howard Hanley	(Interim)	B.A., Tor.	Sci.	1895	800 00
	Clark, Luther J.				1892	800 00
	Field, John Morden	(Interim)	B.A., Tor.		1896	800 00
Wardsville	MacKay, John Walinck		M.A., B.Sc., Edin.		1893	800 00
	Bryant, John Leslie				1895	500 00
Waterdown	Freeman, John Alex		B.A., Tor.	Class.	1893	900 00
	Martin, William E.				1893	600 00
Waterford	Phillips, Sylvanus		B.A., Vic.	Math	1892	1,200 00
	Clapp, Charles			Classics	1893	700 00
	Bennett, Charles V.	(Interim)	B.A., Queen's		1895	600 00
Watford	Potter, Charles		B.A., Tor.	Math	1892	1,000 00
	Race, Wilfred B.				1893	700 00
	Mitchell, Jessie		B.A., Tor.		1893	525 00
Welland	McCuiga, Herbert M		B.A., Queen's		1891	1,100 00
	McNiece, James	(Interim)	B.A., Tor.		1896	650 00
	Perry, Edith				1889	550 00
	Laven, Ada Frances				1893	540 00
Weston	Elliott, Thomas E		B.A., Tor.	Eng, Fr., Ger	1890	1,200 00
	Heighton, R. S.	(Interim)			1895	550 00
Wiaton	Snell, Joseph A.		M.A., Queen's		1896	1,000 00
	Baines, Archibald W.	(Interim)			1895	560 00
	Flath, Emma	(Interim)			1895	500 00
Williamstown	McKay, Donald		B.A., Tor.	Class.	1895	1,200 00
	Stewart, Robert				1895	800 00

RECAPITULATION.

Number of schools. Sex of teachers.	Number of teachers.	Salaries.	Universities, etc., of teachers.	Date of appointment.
COLLEGIATE INSTITUTES.				
Collegiate Institutes..... 37	Principals 37	Highest salary \$2,500 00	Toronto 144	1 1857
High Schools..... 93	Assistants..... 231	Average " H.M. 1,573 00	Victoria 21	1 1866
Total 130	Total 268	Average salary..... \$1,062 00	Queen's 19	4 1870
HIGH SCHOOLS.				
Gentlemen 462	Principals 93	Highest salary \$1,500 00	Toronto 114	10 1882
Ladies 108	Assistants..... 209	Average " H.M. 1,065 00	Victoria 32	5 1883
Total 570	Total 302	Average salary..... \$805 00	Queen's 27	6 1885
GRAND TOTAL.				
	Principals 130	Highest salary \$2,500 00	Toronto 258	27 1896
	Assistants..... 440	Average " H.M. 1,209 00	Victoria 53	570
	Grand total... 570	Average salary..... \$945 00	Queen's 46	
COLLEGIATE INSTITUTES.				
			Trinity 12	
			McGill 2	
			Western 1	
			McMaster 1	
			British 6	
			Interim 88	
			Specialists 337	

3. LIST OF OFFICIALS OF THE EDUCATION DEPARTMENT, 1844-1896.

Name.	Departmental Offices.	Model Grammar School.	Toronto Normal and Model Schools.	Ottawa Normal and Model Schools.	Other Branches of Service.	Remarks.
<i>Abraham, Jas</i>			1			Janitor, January, 1877.
<i>Adair, Miss Mary</i>			1			Kindergarten assistant, Sept., 1892—Sept., 1893.
<i>Adams, Miss Annie</i>			1			Teacher, Model School, Oct., 1871—Aug., 1878.
<i>Adams, Miss M</i>			1			2nd Head Mistress Girls' Model School, Jan., 1863— Dec., 1866.
<i>*Alderson, Christopher</i>	1					Clerk, July, 1857, killed at Ridgeway, June, 1866.
<i>Alford, William</i>				1		Teacher, Model School, Sept., 1880—Aug., 1881.
<i>Alley, Fred</i>	1					Clerk, Nov., 1874—May, 1875.
<i>Alley, H. R</i>	1					Clerk, May, 1877, previously connected with Provincial Secretary and Treasurer's offices.
<i>*Ambery, Rev. John, M. A</i>		1				Teacher and Inspector of Grammar Schools and Ex- aminer, Jan., 1859—Dec., 1863.
<i>Anning, Wm</i>		1				Janitor, June, 1867—March, 1867; March, 1873—Nov., 1876.
<i>Angus, Miss E. R</i>				1		Kindergarten Assistant, Jan., 1891—Aug., 1891.
<i>*Archibald, Chas., M. D.</i>			1			Teacher, Model School, Jan., 1868—Sept., 1869.
<i>Armstrong, Chas</i>			1			Janitor, May, 1877—May, 1883.
<i>Armstrong, Wm</i>			1			Drawing Master, Jan., 1864—March, 1884.
<i>Atkinson, W. H</i>	1					Clerk, July, 1863—Aug., 1881.
<i>Baker, Alfred, M. A</i>					1	Member, Central Committee of Examiners, Jan., 1881— Dec., 1883.
<i>Ballard, W. H., M. A</i>					1	Member, Central Committee of Examiners, Jan., 1887— Dec., 1889.
<i>Baptie, Geo., B. A</i>				1		Teacher, Normal School, Nov., 1876—Dec. 1888.
<i>Barber, Geo</i>	1					Clerk, March, 1868—May, 1874.
<i>Barber, Jno. S</i>	1					" Nov., 1872—Dec., 1876.
<i>Barron, Donald</i>	1					" July, 1881—June, 1886.
<i>*Barron, F. W., M. A</i>			1			Teacher, Normal School; also Examiner of Grammar School Masters, May, 1857—July, 1857.
<i>Barron, J. T</i>			1			Gardener, May, 1880—Oct., 1887.
<i>Beesley, H.</i>	1					Assistant Engineer, June, 1877—March, 1888.
<i>Bell, D. C</i>			1			Elocution Teacher, Nov., 1880—Dec., 1882.
<i>Bell, Robt</i>			1			Teacher, Model School, Feb., 1848, for the session.
<i>Bentley, J.</i>			1			Drawing Master, Nov., 1857—May, 1859.
<i>Bengough, Thomas</i>					1	Teacher of Stenography, School of Pedagogy, 1891-1894.
<i>Bingham, Thomas</i>				1		Laborer, April, 1888.
<i>Blunt, Henry</i>			1			Assistant Gardener, April, 1872.
<i>Bolton, Miss Eliza</i>				1		1st Kindergarten Director, Sept., 1883.
<i>Brethour, Wm</i>				1		Engineer, Sept., 1875.
<i>Brick, Wm</i>				1		Teacher, Model School, Sept., 1895.
<i>*Brighton, Robt.</i>				1		Night-watchman, Jan., 1887—April, 1895.
<i>*Brown, Jas., jr.</i>	1					Clerk, Jan., 1878—June, 1878.
<i>Bryce, R. J</i>	1					" Nov., 1868.
<i>*Buchan, J. M., M. A.</i>					1	High School Inspector and Member, Central Committee of Examiners, March, 1873—Dec., 1883.
<i>Butler, E. W. D</i>	1					Clerk, Dec. 1870—July, 1872; Sept. 1875—Oct., 1880.
<i>Butt, E.</i>	1					Clerk, Nov., 1870, Dec., 1870.
<i>*Butterworth, Herbert.</i>	1					Clerk, June, 1857, died Dec., 1861.
<i>Butterworth, Miss M. E.</i>				1		Teacher, Model School, Sept. 1885.
<i>Campbell, Alex. R.</i>			1			" Aug., 1859—May, 1864.
<i>Canniff, J. F</i>	1					Clerk, Aug., 1873—Aug., 1875.
<i>Canniff, W. H</i>	1					" Nov., 1877—Feb., 1883.
<i>Carlyle, Jas., M. D.</i>			1			Teacher, Normal School; was also 4th Head Master Boys' Model School, Dec., 1858—Dec., 1893.
<i>Carruthers, J., B. A</i>					1	Lecturer, School of Pedagogy, 1891.
<i>*Carter, Miss Emma</i>			1			Teacher, Model School, Oct., 1877—Aug., 1880.
<i>*Carter, Miss Mary</i>			1			" Sept., 1872—Sept., 1877.
<i>Casey, Patrick J</i>	1					Caretaker, Feb. 1886—Jan., 1887.
<i>Casselman, A. C</i>			1			Drawing Master, Jan. 1892.
<i>Cathron, Robt. L</i>	1					Clerk, July, 1875—June, 1881.

LIST OF OFFICIALS OF THE EDUCATION DEPARTMENT.

Name.	Departmental Offices.	Model Grammar School.	Toronto Normal and Model Schools.	Ottawa Normal and Model Schools.	Other Branches of Service.	Remarks.
<i>Caulfield, Miss M. K.</i>			1			Teacher, Model School, Sept., 1887.
Chase, Geo., B. A.				1		Lecturer, School of Pedagogy, 1891.
*Checkley, F. L.		1				Teacher and Examiner of Grammar School Masters, Jan., 1859—Dec., 1864.
*Checkley, Rev. W. F., M. A.		1				2nd Rector of Model Grammar School, Inspector of Grammar Schools and Examiner of Grammar School Masters, Aug., 1861—Dec., 1864.
*Churchill, T. I.	1					Clerk, Sept., 1856, Dec., 1861, died 1861.
Clare, Samuel			1			Writing Master, Aug., 1367—April, 1878.
Clark, Miss Clara J.			1			Teacher, Model School, Aug., 1865, April, 1869.
Clark, Mrs. Dorcas			1			1st Head Mistress, Girls' Model School, Nov., 1852—March, 1865.
Clark, Miss Helen M.			1			Teacher, Model School, April, 1855—March, 1865.
*Clarke, J. P.			1			Music Teacher, Feb., 1848, June, 1848.
Cochrane, Miss Eby				1		Kindergarten Assistant, Sept., 1893—Aug., 1894.
Clarkson, Chas., B. A.			1			7th Head Master, Boys' Model School, Sept., 1882—Dec., 1886.
Cockburn, Geo. R. R., A. M.		1				Rector, Model Grammar School; also Grammar School Inspector and Examiner of Grammar School Masters, Nov., 1857—July, 1861.
<i>Cody, Miss Ellen.</i>			1			Kindergarten Assistant, Sept., 1894.
Colles, W. H. G.			1			Teacher, Model School, March, 1878—Dec., 1878.
*Connon, C. W.					1	Examiner of Grammar School Masters, 1864.
Cooper, Thos.			1			Music Teacher, July, 1856—Nov., 1857.
<i>Cope, E. B.</i>				1		Clerk (previously in Toronto), 1861-1870, Oct., 1871.
Coulon, Alphonse			1			Drawing Master, Oct., 1859—Dec., 1863.
Coulon, Emile			1			French " Aug., 1858, Dec., 1863.
Cowley, Robt. H.				1		Teacher, Model School, Sept., 1881—Aug., 1894.
Craig, F. J.			1			Writing Master, Nov., 1854—April, 1855.
Creighton, W. T.	1					Clerk, Jan., 1883—April, 1883.
*Crooks, Hon. Adam, Q. C, LL.D.		1				1st Minister of Education, Feb., 1876—Oct., 1883.
<i>Crooks, Miss Jane M.</i>		1				Assistant Librarian, July, 1885.
*Cullen, Mrs. Martha			1			3rd Head Mistress, Girls' Model School, Feb., 1867—Jan., 1884—died, 1884.
Curtis, Smith				1		Teacher, Model School, Sept., 1881—Sept., 1882.
Cusack, Miss M.				1		" Sept., 1880—Aug., 1885.
Dalatre, Joseph				1		Janitor, April, 1889—Nov., 1895.
Dale, Wm., M. A.					1	Member Central Committee of Examiners, Jan., 1882, Dec., 1883.
D'Arcy, Teresa				1		Kindergarten Assistant, Sept., 1889—Aug., 1890.
Davey, P. N.			1			Teacher, Model School, Jan., 1879—Aug., 1884.
Davies, Harry P.	1					Clerk, June, 1875—June, 1880.
*Davies, Rev. H. W., D.D.			1			3rd Principal of Normal School, Aug., 1866—Dec., 1884.
Davison, John	1					Clerk, April, 1878—March, 1882.
Davison, John L.			1			Teacher, Model School, Jan., 1873—Aug., 1884.
Dayman, Elijah S.	1					Clerk, March, 1877—Aug., 1877.
Dearness, John					1	Member Central Committee of Examiners, Jan., 1884—Dec., 1886.
*Dearnlay, C. R.			1			Gymnastic Master, May, 1877—March, 1884.
<i>DeLury, A. T., B. A.</i>					1	Lecturer in School of Pedagogy, 1892, 1895.
Dickey, Walter S.	1					Clerk, Aug., 1879—Aug., 1880.
Dickinson, E. A.				1		Drawing Master, Sept., 1882—Jan., 1884.
*Disher, John C., M.D.			1			Teacher, Boys' Model School, Oct., 1858—May, 1864.
Ditchburn, Arthur	1					Clerk, April, 1871—May, 1873. [died 1864.]
Ditchburn, John	1					" Nov., 1873—June, 1874.
*Donovan, Cornelius, M. A.					1	Inspector, Roman Catholic Separate Schools, May, 1884—Jan., 1895—died, 1895.
Dorland, Solomon M.			1			Teacher, Model School, Oct., 1876—Aug., 1884.
Downey, A.	1					Clerk, March, 1877—April, 1877.
Dupuis, N. F., M. A.					1	Member Central Committee of Examiners, Jan., 1882, Dec., 1884.

LIST OF OFFICIALS OF THE EDUCATION DEPARTMENT.

Name.	Departmental Offices.	Model Grammar School.	Toronto Normal and Model Schools.	Ottawa Normal and Model Schools.	Other Branches of Service.	Remarks.
Dwyer, T.			1		...	Engineer, April, 1870—Oct., 1870.
Embree, L. E., M.A.					1	Lecturer in School of Pedagogy, 1891.
Evans, Francis F.	1					Printer, Assistant, July, 1895.
*Evans, Fred	1					Clerk, Nov., 1872—June, 1873; Jan., 1875—June, 1880.
Ewing, Arthur H.			1			Gardener, Oct., 1887.
Fichot, M.				1		French Teacher, Sept., 1891—Aug., 1893.
*Fitch, F. B., M.A.		1				Teacher, Oct., 1859—Jan., 1862.
Fleury, J.				1		French Teacher, Sept., 1893.
Forsyth, James			1			Gardener, Dec., 1855—April, 1880.
Foster, W. C.				1		Drawing Master, Sept., 1875—Feb., 1876.
Fotheringham, David			1			3rd Head Master Boys' Model School, Sept., 1856—Sept., 1858. Member Central Committee of Examiners, Jan., 1890, Dec., 1891.
Fraser, W. H., B.A.					1	Lecturer in School of Pedagogy, 1893.
Fripp, H. G. R.			1			Teacher, Normal School, Nov., 1852—May, 1853.
Gafney, Patrick			1			Engineer, Sept., 1891.
*Gauthey, Louis	1					Clerk, July, 1855—died 1855.
*Gibson, John, B.A.				1		Teacher, Normal School, July, 1875—Sept., 1876.
Gillmayr, Miss Natalie.			1			French Teacher, Oct., 1887—April, 1893.
Gilpin, Richard			1			Janitor, May, 1877.
Glashan, J. C.			1			Teacher, Model School, May, 1864—Dec., 1867; Member Central Committee of Examiners, May, 1876—Dec., 1881—Jan., 1883—Dec., 1886.
*Goodwin, Major H.			1			Gymnastic Master, Nov., 1852—Oct., 1853; Jan., 1854, Feb., 1877.
Graham, W. J.	1					Caretaker, Dec., 1878—Aug., 1886.
Graham, Mrs. F. T.			1			Elocution Teacher, Oct., 1878—Oct., 1880.
Grainger, J. A.			1			Assistant Engineer, Sept., 1887.
Grant, Rev. Geo. B.A.					1	Inspector of Schools in Parry Sound, etc., March, 1886.
Gray, Thos.			1			Furnace-man, Sept., 1856—Feb., 1868.
*Green, James	1					Clerk, Jan., 1876—Oct., 1877.
*Greene, James	1					Printer, Jan., 1878—1884.
Greene, T. J.	1					Clerk, Oct., 1882.
Griffin, F. T.	1					" Jan., 1875—Oct., 1882.
Guignard, J. A.				1		French Teacher, Jan., 1887—Aug., 1891.
Guillett, Miss Elsie				1		" Sept., 1892—Aug., 1893.
Haanel, E., Ph. D.					1	Member Central Committee of Examiners, Jan., 1881—Dec., 1882.
Hagarty, Miss Kate F.			1			Teacher, Model School, Jan., 1875—Aug., 1890.
Hailman, Miss Bessie E.			1			1st Kindergarten Director, Sept., 1885—March, 1886.
Hanington, Miss Florence				1		Teacher, Model School, Sept., 1895.
Hardie, Miss Jessie B.				1		Kindergarten Assistant, Sept., 1888—Aug., 1889.
Hardwick, Allan			1			Assistant Engineer, Oct., 1871—April, 1877.
Harrison, J. L. T.				1		Drawing Master, March, 1876—Sept., 1876.
Hart, Miss C. M. C.			1			2nd Kindergarten Director, April, 1886—Aug., 1892.
*Heath, D'Arcy B.	1					Clerk, Sept., 1869—April, 1873.
Hickok, Samuel, S.			1			Music Teacher, Nov., 1857—May, 1858.
Hind, H. Youle			1			Teacher, Normal School, Nov., 1847—Oct., 1852.
Hind, William			1			Drawing Master, Nov., 1851—Nov., 1857.
Hoch, Basil	1					Clerk, Jan., 1877—March, 1882.
Hoch, Sydney	1					" March, 1882—Nov., 1882.
Hodgins, J. George, M.A., LL.D.	1					Sept., 1844; Deputy Supt., June, 1858; Feb., 1876. Deputy Minister of Education, Feb., 1876—Dec. 1890; Editor of Journal of Education, 1848-1878; Lecturer on School Law in Normal School; was also Recording Clerk of C. P. I. until Oct., 1866; Librarian and Historiographer, Jan., 1890.
Hodgins, Thomas, B.A., LL.B., Q.C.	1					Chief Clerk, 1848—June, 1858.
Hodgins, W. E., M.A.	1					Clerk, Aug., 1869—Oct., 1873.
Hodgson, John E., M.A.					1	High School Inspector, July, 1882.

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Name.	Departmental Offices.	Model Grammar School.	Toronto Normal and Model School.	Ottawa Normal and Model Schools.	Other Branches of Service.	Remarks.
Hodgson, W. W			1			Engineer, March, 1869, April, 1870.
Houston, Wm., M.A.					1	Director of Teachers' Institutes, Oct., 1892.
Howe, W	1					Clerk, Feb., 1856, July, 1856.
Howes, Robt.	1					Porter, Nov., 1847, March, 1848.
Hughes, Jas. L			1			5th Head Master Boys' Model School, April, 1867—May, 1874; also a Member of the Central Committee of Examiners, Nov., 1876—Dec., 1880.
Hutton, M. J., B.A					1	Member Central Committee of Examiners, Jan., 1882—Dec., 1883.
Hunt, Miss M. E			1			Teacher, Model School, Jan., 1879—Dec., 1882.
Irwin, A			1			Janitor, Nov., 1876—Dec., 1876.
Jeffers, W. W	1					Clerk, June, 1883.
Jeffrey, Miss Carrie J.	1					Stenographer, March, 1893.
Johnson, Miss Emma			1			Kindergarten Assistant, Jan., 1888—Aug., 1888.
Johnston, Miss Catharine			1			Teacher, Model School, Nov., 1852—April, 1855.
Johnston, G. W					1	Lecturer in School of Pedagogy, 1894.
Johnston, John K., B.A		1				Teacher, Aug., 1858—Dec., 1863.
*Johnston, Thomas			1			Janitor, Oct., 1846—June, 1854—died 1854.
Jones, Miss L. H			1			Teacher, Model School, July, 1869—July, 1873.
Joyce, Miss Mary G				1		" Sept., 1880.
Kelly, M. J., M.D., LL.B					1	Member Central Committee of Examiners, Jan., 1887—Dec., 1889.
Kenny, Miss Eva				1		Kindergarten Assistant, Sept., 1891—Aug., 1892.
Kerr, Jonathan H. J	1					Clerk, Nov., 1873—Dec., 1891.
Kirkland, Thomas, M.A.			1			4th Principal of the Normal School, Aug., 1871.
Knox, Miss Agnes			1			Elocution Teacher, 1891 and 1892.
Laidlaw, Miss Jean R			1			Kindergarten Assistant, Sept., 1891—Aug., 1892.
*Lemon, Wm., sr	1					Messenger, June, 1867—April, 1878—died 1878.
Lemon, Wm., jr	1					Clerk, April, 1878.
*Lester, Robt. J	1					" March, 1856—died Dec., 1856.
Levan, Isaac M., B.A					1	Vice-Principal, School of Pedagogy, Oct., 1893.
Lewis, Albert	1					Clerk, Nov., 1870—March, 1872.
*Lewis, Richard			1			Elocution Teacher, Oct., 1882—Dec., 1884.
*Lillie, Frank	1					Clerk, June, 1866—Oct., 1867—died 1867.
Lillie, G. W	1					Clerk, Jan., 1857—April, 1857.
*Little, Robt.	1					Provincial School Inspector, Districts of Algoma and Parry Sound, before 1880.
Livingstone, John			1			Teacher, Model School, April, 1855—Oct., 1855.
Lobb, Arthur F	1					Clerk, Sept., 1875—Sept. 1876.
Lobb, Sydney W	1					" Sept., 1877—Aug., 1879.
Lovick, Miss Georgina				1		Kindergarten Assistant, Sept., 1890—Dec., 1890.
*Lowey, Chas			1			1st Head Master, Boys' Model School, Feb., 1848—died Aug., 1848.
Lusk, Chas. H., M.D			1			Teacher, Aug., 1864—Feb., 1867.
Manners, R. R	1					Clerk, Nov., 1870—May, 1872.
*Marling, Alex., LL.B	1					Senior Clerk, 1854—Feb., 1876; Sec'y. of Ed. Dept., Feb., 1876—Jan. 1890; Deputy Minister, Jan., 1890; was also Recording Clerk of C. P. I., Oct., 1866—Nov. 1875—died April, 1890.
*Marling, S. A., M.A					1	High School Inspector; was also a Member of Central Committee of Examiners, July, 1873—died Feb., 1882.
Marshall, B. C., jr	1					Clerk, Nov., 1870—March, 1872.
*Marshall, Miss M	1					Caretaker of Museum, Jan., 1873—died April, 1875.
Maulson, G	1					Clerk, Dec. 1-31, 1868.
May, Samuel A.	1					" April, 1871.
May, S. P., M.D	1					1853, Superintendent of Public Libraries.
Masson, Eugene			1			French Teacher, Oct., 1893.
Mechan, Miss M			1			Teacher, Model School, Jan., 1883.
Meneiley, Miss J			1			Teacher, Model School, Sept., 1878—Dec., 1878; Sept., 1880—Aug., 1887.

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Name.	Departmental Offices.	Model Grammar School.	Toronto Normal and Model Schools.	Ottawa Normal and Model Schools.	Other Branches of Service.	Remarks.
<i>Millar, John, B. A.</i>	1					Deputy Minister, May, 1890.
Miller, J. R.	1					Provincial School Inspector of Algoma and Parry Sound, before 1880.
<i>Milligan, Wm. G.</i>	1					Clerk, Jan., 1895.
<i>Milner, W. S., M. A.</i>					1	Lecturer in School of Pedagogy, 1892, 1893 and 1896.
Mills, Miss, M. A.				1		Teacher, Model School, Sept., 1884—Aug., 1895.
<i>Mooney, James</i>				1		Assistant Engineer, May, 1882.
Mooney, Thomas				1		Laborer, March, 1879—April, 1882.
*Moore, James	1					Caretaker, May, 1858—Oct., 1878—died 1878.
<i>Moore, John</i>			1			Assistant Gardener, April, 1868.
Moore, R.			1			Teacher, Model School, May, 1858—Oct., 1858.
Morris, James			1			" Oct., 1858—June, 1859.
Mosher, Miss M. E.				1		Elocution Teacher, May, 1879—Sept., 1880.
*Mossman, James			1			Janitor, Jan., 1883—Jan., 1888—died 1888.
<i>Mounteer, A.</i>					1	Lecturer, School of Pedagogy, 1893-1895.
Mundie, Wm			1			Gardener, Jan., 1883—Dec., 1856.
<i>Murphy Edward.</i>				1		Janitor, May, 1895.
Murphy, John			1			" Jan., 1848—March, 1877.
<i>Murray, R. W.</i>			1			Teacher, Model School, Jan., 1887.
Musgrave, J. M.				1		Writing Master, October, 1880—Jan., 1881.
<i>MacCabe, J. A., LL.D.</i>				1		1st Principal of Normal School, July, 1875.
<i>Macintyre, Miss Mary E.</i>			1			Kindergarten Assistant, Sept., 1890—Aug., 1891.
Mackenzie, J. J., B. A.					1	3rd Kindergarten Director, Sept., 1892.
*MacLean, Peter	1					Lecturer, School of Pedagogy, 1892 and 1893.
McArdle, David				1		School Inspector, District Algoma, July 1882—died Apl. 1886
<i>McCaig, Donald.</i>					1	Teacher, Model School, Oct., 1882—Dec., 1882.
*McCallum, Arch., M. A.			1			School Inspector, District of Algoma, May, 1886.
*McCallum, Robt			1			2nd Head Master, Boys' Model School, Oct., 1848—Feb., 1848, and Examiner of Grammar School Masters, 1866.
McCann, Rich.				1		Engineer, Nov., 1870—died June, 1891.
McCausland, Miss, C. E.			1			Janitor, Sept., 1875—Feb., 1885.
<i>McCleary, W. J.</i>	1					Teacher, Model School, March, 1868—Oct., 1871.
<i>McCorkindale, L.</i>	1					Carpenter, Jan., 1880.
McCready, S. N.				1		Caretaker, Feb., 1887.
McDonald, Alex.				1		Teacher, Model School, Sept., 1881—Aug., 1883.
McDonald, H. R.				1		Janitor, Jan., 1882—Dec., 1884.
<i>McDonald, Oliver</i>				1		" Sept., 1880—March, 1889.
McFaul, J. H., M. A.			1			" Jan., 1885.
McGrath, James				1		Drawing Master, Feb., 1884—Dec., 1891.
<i>McGuirl, Thos. H.</i>				1		Janitor, March, 1885—Dec., 1888.
<i>McIntosh, Angus</i>			1			Drawing Master, Jan., 1889.
McKay, A. C., M. A.					1	8th Head Master, Boys' Model School, Sept., 1884.
McKay, Hector				1		Lecturer, School of Pedagogy, 1892 and 1893.
McKay, John				1		Writing Master, Sept., 1875—Feb., 1876.
*McKenzie, Rev. J. G. D., M. A.					1	Janitor, Jan., 1889—April, 1889.
McKenzie, Miss L. P.			1			High School Inspector, June, 1868—June, 1873.
McLardy, Miss Annie				1		Kindergarten Assistant, Sept., 1889—Aug., 1890.
McLellan, Miss Hattie			1			Teacher, Model School, Sept., 1881—Aug., 1883.
<i>McLellan, J. A., LL. D.</i>					1	Teacher, Model School; also at Ottawa, Sept., 1883— Dec., 1888.
McLurg, James				1		Principal, School of Pedagogy, January, 1891; was High School Inspector, March, 1871—September, 1884;
<i>McMeekin, Rev. H., M. A.</i>				1		Director of Teachers' Association, October, 1884— December, 1890, and Member of Central Committee of Examiners, May, 1876—December, 1880.
McMurchy, A.			1			Teacher, Model School, Sept., 1884—Aug., 1887.
McPhedran, A., M. D.			1			Elocution Teacher, Sept., 1893.
<i>Nudel, F. N.</i>	1					Teacher, June, 1857—Sept., 1857.
O'Grady, Miss C. G.				1		Teacher, Model School, Aug., 1871—Sept., 1876.
<i>Oldwright, W., M. A., M. D.</i>					1	Clerk, July, 1872—Registrar Jan., 1890.
*O'Neil, Patrick	1					Kindergarten Assistant, Sept., 1893—Aug., 1894.
						Lecturer in School of Pedagogy, 1891-1895.
						Messenger, July, 1855—Dec., 1860—died 1860.

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Name.	Departmental Offices.	Model Grammar School.	Toronto Normal and Model Schools.	Ottawa Normal and Model Schools.	Other Branches of Service.	Remarks.
Ormiston, David .....	.....	.....	1	.....	.....	Teacher, Model School, Nov., 1855--Aug., 1857.
Ormiston, Rev. Wm., A.B., D.D .....	.....	.....	1	.....	.....	Teacher, Normal School, and Grammar School Inspector, May, 1853--1866.
*Paige, Robt. Geo .....	.....	.....	1	.....	.....	Music Teacher, Nov., 1854--Oct., 1855.
Parlow, Edwin D .....	.....	.....	.....	1	.....	1st Head Master, Boys' Model School, Sept., 1880.
Parr T .....	.....	.....	1	.....	.....	Gymnastic Master, April, 1884.
*Parsons, Chas	1	.....	.....	.....	.....	Fireman, January, 1861--December, 1867--died 1867.
Paull, Arthur C	1	.....	.....	.....	.....	Clerk, March, 1872.
Pearce, Thomas .....	.....	.....	.....	.....	1	Member, Central Committee of Examiners, January, 1890--December, 1891.
Porter, T. M .....	.....	.....	1	.....	.....	Teacher, Model School, Sept., 1888.
Prendergast, Wm., B.A. ....	.....	.....	.....	1	.....	Inspector, Roman Catholic Separate Schools, July, 1895.
Preston, S. H .....	.....	.....	1	.....	.....	Music Teacher, Aug., 1882.
Proulx, Napoleon .....	.....	.....	.....	1	.....	Janitor, Jan., 1895.
Purslow, Adam, B.A., LL.D .....	.....	.....	1	.....	.....	Teacher, Model School, May, 1858--Sept., 1858.
Putman, J. H .....	.....	.....	.....	1	.....	Teacher, Model School, Sept., 1894.
Pyne, Edward .....	.....	.....	.....	1	.....	" Sept., 1880--Aug., 1881.
Quesnel, Eugene, J.E.G., B.A.	1	.....	.....	.....	.....	Clerk, April, 1892.
Richardson, L. R	1	.....	.....	.....	.....	" Nov., 1872--July, 1874.
Riddell, Wm. R., M.A., LL.D .....	.....	.....	.....	1	.....	Teacher, Normal School, July, 1875--Oct., 1879.
Robertson, J. H .....	.....	.....	1	.....	.....	Music Teacher, Jan., 1848, for the session.
*Robertson, T. Jaffray, M.A. ....	.....	.....	1	.....	.....	1st Head Master, Normal School; was also Grammar School Inspector and Examiner of Grammar School Masters, July, 1847--Oct., 1866--died 1866.
Robins, S. P., LL. D....	.....	.....	1	.....	.....	Teacher, Model School, May, 1852--Nov., 1854.
*Rock, Warren .....	.....	.....	1	.....	.....	" Nov., 1854--July, 1856.
Rolph, J. W	1	.....	.....	.....	.....	Clerk, February, 1863--December, 1863.
Rose, Miss Ada E .....	.....	.....	1	.....	.....	Teacher, Model School, Sept., 1888--Aug., 1892.
Rose, G. A	1	.....	.....	.....	.....	Printer, Nov., 1884.
Rose, Miss Martha .....	.....	.....	1	.....	.....	Teacher, Model School, Jan., 1888--Aug., 1894.
Ross, Miss Mary M .....	.....	.....	1	.....	.....	Kindergarten Assistant, Sept., 1888--Aug., 1889.
Ross, Hon. G. W., LL.D. 1	.....	.....	.....	.....	.....	2nd Minister of Education, Nov., 1883; Member of Central Committee, Nov., 1876--Dec., 1880; was also Model School Inspector.
Ross, Sarah M .....	.....	.....	1	.....	.....	Teacher, Model School, Sept., 1892.
Russell, E. J	1	.....	.....	.....	.....	Clerk, Jan., 1866--July, 1868.
Russell, Miss Nellie .....	.....	.....	1	.....	.....	Teacher, Model School, Sept., 1891--Dec., 1891.
*Ryan, James .....	.....	.....	1	.....	.....	Janitor, December, 1852--died May, 1877.
*Ryerson, Rev. Egerton, D.D., LL.D	1	.....	.....	.....	.....	Chief Superintendent of Education, Oct., 1844--April, 1876.
Sangster, Chas. H	1	.....	.....	.....	.....	Clerk, Oct., 1873--Aug., 1874.
Sangster, J. A	1	.....	.....	.....	.....	" September, 1874--July, 1877.
Sangster, J. H., A.M., M.D. ....	.....	.....	1	.....	.....	2nd Principal, Normal School; was also Teacher in Model School and Model Grammar School, and was Grammar School Examiner, Jan., 1849--April, 1853; May, 1858--July, 1871.
Sawyer, D. J. B .....	.....	.....	.....	1	.....	Writing Master, Feb., 1881--June, 1885.
Scoble, Lt. Col. T. C....	1	.....	.....	.....	.....	Clerk, July, 1855--June, 1856--Feb., 1862--Jan., 1863.
Scott, Miss M. T .....	.....	.....	1	.....	.....	4th Head Mistress, Girls' Model School, Feb., 1884.
Scott, Wm., B.A .....	.....	.....	1	.....	.....	Teacher in Normal School; was also 4th Head Master of Boys' Model School and a Teacher in Ottawa Nor- mal School, Oct., 1869.
*Scully, Patrick .....	.....	1	.....	.....	.....	Gardener, May, 1851--May, 1852.
Seath, John, B.A .....	.....	.....	.....	1	.....	High School Inspector, Oct., 1884.
*Sefton, H. F .....	.....	.....	1	.....	.....	Music Teacher, May, 1858--Dec., 1882--died 1882.
Shaw, G. E., B.A .....	.....	.....	.....	1	.....	Lecturer in School of Pedagogy, 1891.
Shenick, Miss Adeline .....	.....	.....	.....	1	.....	1st Head Mistress, Girls' Model School, Sept., 1880.
*Shenick, Miss Henrietta	1	Teacher, Model School, April, 1855--Dec., 1862.
Shiell, R., M.D	1	Lecturer in School of Pedagogy, 1893.

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Name.	Departmental Offices.	Model Grammar School.	Toronto Normal and Model Schools.	Ottawa Normal and Model Schools.	Other Branches of Service.	Remarks.
Sinclair, Arthur N., B.A.	.....	.....	1	.....	.....	Teacher, Model School, Sept., 1887.
<i>Sinclair, Samuel B., B.A.</i>	.....	.....	.....	1	.....	Teacher, Normal School, Jan., 1894.
Spotton, H. B., M.A.	.....	.....	.....	.....	1	Lecturer in School of Pedagogy, 1891.
Sparrow, Martin	.....	.....	.....	1	.....	Drawing Master, Oct., 1876—Aug., 1882.
Squair, J., B.A.	.....	.....	.....	.....	1	Lecturer in School of Pedagogy, 1892.
Stacey, J. Samuel	.....	.....	1	.....	.....	Writing Master, Nov., 1849—July, 1852.
*Stewart, John	.....	.....	1	.....	.....	Janitor, Jan., 1853—Sept., 1856.
<i>Stinson, J. T. R.</i>	1	.....	.....	.....	.....	Clerk, Feb. 1859.
Strachan, Alex. R., M.D.	.....	.....	1	.....	.....	Writing Master, July, 1858—Sept., 1861.
Strachan, H. G.	.....	.....	1	.....	.....	Sept., 1861—July, 1867.
<i>Stuart, Miss Alice</i>	.....	.....	1	.....	.....	Teacher, Model School, Sept., 1890.
<i>Sutherland, Miss, C. F.</i>	.....	.....	1	.....	.....	Teacher, Model School; was also a Teacher in Ottawa Model School, Sept., 1889.
*Sweeten, W. N.	1	.....	.....	.....	.....	Clerk, June, 1874—Feb., 1878.
Swift, Thomas	.....	.....	.....	1	.....	Teacher, Model School, Sept., 1883—Aug., 1895.
*Switzer, P. A., M.A.	1	.....	.....	.....	.....	School Inspector, District Algoma, July, 1880—June, 1882.
Sykes, F. H., M.A.	.....	.....	.....	.....	1	Lecturer in School of Pedagogy, 1892.
Sykes, Sydney B.	1	.....	.....	.....	.....	Clerk, March, 1873—April, 1880.
Sykes, Samuel H.	1	.....	.....	.....	.....	" Sept., 1877—June, 1880.
Taylor, A. M.	.....	.....	.....	1	.....	Teacher, Model School, Feb., 1883—Aug., 1883.
<i>Taylor, F. J.</i>	1	.....	.....	.....	.....	Chief Clerk, March, 1856.
<i>Teskey, Miss</i>	.....	.....	.....	.....	1	Elocution Teacher, School of Pedagogy, Oct., 1896.
Thomas, F. B.	1	.....	.....	.....	.....	Clerk, Nov., 1868,—July, 1869.
Thomson, Miss Maggie	.....	.....	.....	1	.....	Teacher, Model School, Jan., 1886—Aug., 1889.
<i>Tilley, J. J.</i>	.....	.....	.....	.....	1	Model School Inspector; also Member of Central Committee of Examiners, March, 1876—Dec., 1880; Oct., 1884.
Townsend, C. J.	1	.....	.....	.....	.....	Clerk, Oct., 1876—June, 1880.
Townsend, Wm.	.....	.....	1	.....	.....	Music Teacher, May, 1848—April, 1850.
*Tupper, Elon	.....	.....	1	.....	.....	" Jan., 1853—Nov., 1854.
Turnbull, Miss Jessie	.....	.....	1	.....	.....	Teacher, Model School, Aug., 1865—April, 1868.
<i>Urquhart, James</i>	.....	.....	.....	1	.....	Janitor, April, 1889.
Wallace, John	1	.....	.....	.....	.....	Clerk, June, 1873—Oct., 1873.
Walsh, Miss M. A.	.....	.....	.....	1	.....	Teacher, Model School, Feb., 1881—Aug., 1881.
Walsh, Patrick	.....	.....	1	.....	.....	Music Teacher, Sept., 1850—Oct., 1852.
Watson, J., LL.D.	.....	.....	.....	.....	1	Member, Central Committee of Examiners, Jan., 1881—Dec., 1881.
Watts, Walter A.	.....	.....	1	.....	.....	Teacher, Normal School, Nov., 1857—Nov., 1858.
Welch, L.	.....	.....	.....	1	.....	" Model School, Feb., 1881—Aug., 1881.
Whale, R. H.	.....	.....	.....	1	.....	Drawing Master, Feb., 1884—Dec., 1888.
Whimster, Miss Christina	.....	.....	1	.....	.....	Teacher, Model School, Aug., 1873—Dec., 1874.
<i>White, J. F.</i>	.....	.....	.....	.....	1	Inspector, Roman Catholic Separate Schools, April, 1882, also Member of Central Committee, March, 1883—December, 1884.
<i>Wilkinson, H. M.</i>	1	.....	.....	.....	.....	Clerk, May, 1866.
Williams, Esten	1	.....	.....	.....	.....	" June, 1882—Dec., 1894.
<i>Williams, Miss H. S.</i>	.....	.....	.....	1	.....	Teacher, Model School, Sept., 1895.
Williams, Luke	.....	.....	.....	1	.....	Assistant Engineer, Sept., 1875—March, 1888.
*Williamson, A. J., M.D.	1	.....	.....	.....	.....	Clerk, 1852—October, 1870—died 1870.
<i>Williamson, Thomas</i>	.....	.....	1	.....	.....	Janitor, Feb., 1888.
*Winstanley, Rowland	1	.....	.....	.....	.....	Clerk, April, 1872—Oct., 1872.
<i>Wood, Miss Jennie</i>	.....	.....	1	.....	.....	Teacher, Model School, Oct., 1889.
<i>Woodley, Frank L.</i>	1	.....	.....	.....	.....	Clerk, July, 1896.
<i>Workman, W. G.</i>	.....	.....	.....	1	.....	Music Teacher, Sept., 1875.
*Young, Rev. Geo. Paxton, LL.D.	.....	.....	.....	.....	1	Inspector of Grammar Schools and Examiner of Grammar School Masters—April, 1864—April, 1868; Examiner, Mch., 1871, and was Chairman Central Committee of Examiners, 1876 to 1889—died Jan., 1889.
Young, Herbert R.	1	.....	.....	.....	.....	Clerk, March, 1887—May, 1888.

Names in italics are those of present officers. The dates give full time under Education Department service
 * Deceased.

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